



Lexington-Fayette Urban County Government

Request for Proposals

The Lexington-Fayette Urban County Government hereby requests proposals for **RFP #4-2021 Environmental Education Coordination and Administration** to be provided in accordance with terms, conditions and specifications established herein.

Sealed proposals will be received through Ion Wave until **2:00 PM**, prevailing local time, on **March 26, 2021**. All forms and information requested in RFP must be included and attached in Response Attachments tab in Ion Wave.

Proposals received after the date and time set for opening proposals will not be accepted. It is the sole responsibility of the Proposer to assure that his/her proposal is submitted in Ion Wave before the date and time set for opening proposals.

Proposals, once submitted, may not be withdrawn for a period of sixty (60) calendar days.

The Lexington-Fayette Urban County Government reserves the right to reject any or all proposals, and to waive technicalities and informalities when such waiver is determined by the Lexington-Fayette Urban County Government to be in its best interest.

Signature of this proposal by the Proposer constitutes acceptance by the Proposer of terms, conditions and requirements set forth herein.

Minor exceptions may not eliminate the proposal. Any exceptions to the specifications established herein shall be listed in detail on a separate sheet and attached hereto. The Lexington-Fayette Urban County Government shall determine whether any exception is minor.

The Lexington-Fayette Urban County Government encourages the participation of minority- and women-owned businesses in Lexington-Fayette Urban County Government contracts. This proposal is subject to Affirmative Action requirements attached hereto.

Please do not contact any LFUCG staff member or any other person involved in the selection process other than the designated contact person(s) regarding the project contemplated under this RFP while this RFP is open and a selection has not been finalized. Any attempt to do so may result in disqualification of the firm's submittal for consideration.

A pre-proposal Zoom meeting will be held March 18, 2021, 3:00 pm.

Join Zoom Meeting

<https://us02web.zoom.us/j/89958398698?pwd=c1VZK3hzcWQ1MW1meDZ6OGRlVDJidz09>

Meeting ID: 899 5839 8698

Passcode: 999856

One tap mobile

+16465588656,,89958398698#,,,,*999856# US (New York)

+13017158592,,89958398698#,,,,*999856# US (Washington DC)

Laws and Regulations

All applicable state laws, municipal ordinances and regulations of all authorities having jurisdiction over the project shall apply to the contract, and shall be deemed to be incorporated herein by reference.

Equal Employment Opportunity

The Entity (regardless of whether construction contractor, non-construction contractor or supplier) agrees to provide equal opportunity in employment for all qualified persons, to prohibit discrimination in employment because of race, color, religion, sex (including pregnancy, sexual orientation or gender identity), national origin, disability, age, genetic information, political affiliation, or veteran status, and to promote equal employment through a positive, continuing program from itself and each of its sub-contracting agents. This program of equal employment opportunity shall apply to every aspect of its employment policies and practices.

Kentucky Equal Employment Opportunity Act

The Kentucky Equal Employment Opportunity Act of 1978 (KRS 45.560-45.640) requires that any "county, city, town, school district, water district, hospital district, or other political subdivision of the state shall include in directly or indirectly publicly funded contracts for supplies, materials, services, or equipment hereinafter entered into the following provisions:

"During the performance of this contract, the contractor agrees as follows:

- (1) The contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, age, or national origin;
- (2) The contractor will state in all solicitations or advertisements for employees placed by or on behalf of the contractors that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, age, or national origin;
- (3) The contractor will post notices in conspicuous places, available to employees and applicants for employment, setting forth the provision of the nondiscrimination clauses required by this section; and
- (4) The contractor will send a notice to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding advising the labor union or workers' representative of the contractor's commitments under the nondiscrimination clauses."

The Act further provides:

"KRS 45.610. Hiring minorities -- Information required

(1) For the length of the contract, each contractor shall hire minorities from other sources within the drawing area, should the union with which he has collective bargaining agreements be unwilling to supply sufficient minorities to satisfy the agreed upon goals and timetables.

(2) Each contractor shall, for the length of the contract, furnish such information as required by KRS 45.560 to KRS 45.640 and by such rules, regulations and orders issued pursuant thereto and will permit access to all books and records pertaining to his employment practices and work sites by the contracting agency and the department for purposes of investigation to ascertain compliance with KRS 45.560 to 45.640 and such rules, regulations and orders issued pursuant thereto.

KRS 45.620. Action against contractor -- Hiring of minority contractor or subcontractor

(1) If any contractor is found by the department to have engaged in an unlawful practice under this chapter during the course of performing under a contract or subcontract covered under KRS 45.560 to 45.640, the department shall so certify to the contracting agency and such certification shall be binding upon the contracting agency unless it is reversed in the course of judicial review.

(2) If the contractor is found to have committed an unlawful practice under KRS 45.560 to 45.640, the contracting agency may cancel or terminate the contract, conditioned upon a program for future compliance approved by the contracting agency and the department. The contracting agency may declare such a contractor ineligible to bid on further contracts with that agency until such time as the contractor complies in full with the requirements of KRS 45.560 to 45.640.

(3) The equal employment provisions of KRS 45.560 to 45.640 may be met in part by a contractor by subcontracting to a minority contractor or subcontractor. For the provisions of KRS 45.560 to 45.640, a minority contractor or subcontractor shall mean a business that is owned and controlled by one or more persons disadvantaged by racial or ethnic circumstances.

KRS 45.630 Termination of existing employee not required, when

Any provision of KRS 45.560 to 45.640 notwithstanding, no contractor shall be required to terminate an existing employee upon proof that employee was employed prior to the date of the contract.

KRS 45.640 Minimum skills

Nothing in KRS 45.560 to 45.640 shall require a contractor to hire anyone who fails to demonstrate the minimum skills required to perform a particular job."

It is recommended that all of the provisions above quoted be included as special conditions in each contract. In the case of a contract exceeding \$250,000, the contractor is required to furnish evidence that his workforce in Kentucky is representative of the available work-force in the area from which he draws employees,

or to supply an Affirmative Action plan which will achieve such representation during the life of the contract.

LFUCG Non-Appropriation Clause

Contractor acknowledges that the LFUCG is a governmental entity, and the contract validity is based upon the availability of public funding under the authority of its statutory mandate.

In the event that public funds are unavailable and not appropriated for the performance of the LFUCG's obligations under this contract, then this contract shall automatically expire without penalty to the LFUCG thirty (30) days after written notice to Contractor of the unavailability and non-appropriation of public funds. It is expressly agreed that the LFUCG shall not activate this non-appropriation provision for its convenience or to circumvent the requirements of this contract, but only as an emergency fiscal measure during a substantial fiscal crisis, which affects generally its governmental operations.

In the event of a change in the LFUCG's statutory authority, mandate and mandated functions, by state and federal legislative or regulatory action, which adversely affects the LFUCG's authority to continue its obligations under this contract, then this contract shall automatically terminate without penalty to the LFUCG upon written notice to Contractor of such limitation or change in the LFUCG's legal authority.

Contention Process

Vendors who respond to this invitation have the right to file a notice of contention associated with the RFP process or to file a notice of appeal of the recommendation made by the Director of Central Purchasing resulting from this invitation.

Notice of contention with the RFP process must be filed within 3 business days of the bid/proposal opening by (1) sending a written notice, including sufficient documentation to support contention, to the Director of the Division of Central Purchasing or (2) submitting a written request for a meeting with the Director of Central Purchasing to explain his/her contention with the RFP process. After consulting with the Commissioner of Finance the Chief Administrative Officer and reviewing the documentation and/or hearing the vendor, the Director of Central Purchasing shall promptly respond in writing findings as to the compliance with RFP processes. If, based on this review, a RFP process irregularity is deemed to have occurred the Director of Central Purchasing will consult with the Commissioner of Finance, the Chief Administrative Officer and the Department of Law as to the appropriate remedy.

Notice of appeal of a RFP recommendation must be filed within 3 business days of the RFP recommendation by (1) sending a written notice, including sufficient documentation to support appeal, to the Director, Division of Central Purchasing or (2) submitting a written request for a meeting with the Director of Central Purchasing to explain his appeal. After reviewing the documentation and/or hearing the vendor and consulting with the Commissioner of Finance and the Chief Administrative Officer, the Director of Central Purchasing shall in writing, affirm or withdraw the recommendation.

SELECTION CRITERIA:

1. Completeness and professionalism of the written proposal (15 points)
2. Consistency of proposal with the requested Scope of Work (15 points)
3. Reasonable budget for work requested in scope/proposed by contractor (15 points)
4. Value of service. (e.g., amount of benefit to the city's EE program in relation to the cost of the overall proposal) (15 points)
5. Specialized experience and competence of the contractor with the type of service required. (20 points)
6. Demonstrated flexibility in accomplishing contract objectives (10 points)
7. The past record and performance on contracts with the Urban County Government or other governmental agencies and private industry with respect to such factors as control of cost, quality of work and ability to meet schedules. (10 points)

Proposals shall contain the appropriate information necessary to evaluate based on these criteria. A committee composed of government employees as well as representatives of relevant user groups will evaluate the proposals.

Questions shall be submitted via IonWave at: <https://lexingtonky.ionwave.net>

Affirmative Action Plan

All vendors must submit as a part of the proposal package the following items to the Urban County Government:

1. Affirmative Action Plan for his/her firm;
2. Current Work Force Analysis Form;

Failure to submit these items as required may result in disqualification of the submitter from award of the contract. All submissions should be directed to:

Director, Division of Central Purchasing
Lexington-Fayette Urban County Government
200 East Main Street, 3rd Floor
Lexington, Kentucky 40507

All questions regarding this proposal must be directed to the Division of Central Purchasing, (859)-258-3320.

AFFIDAVIT

Comes the Affiant, _____, and after being first duly sworn, states under penalty of perjury as follows:

1. His/her name is _____ and he/she is the individual submitting the proposal or is the authorized representative of _____, the entity submitting the proposal (hereinafter referred to as "Proposer").

2. Proposer will pay all taxes and fees, which are owed to the Lexington-Fayette Urban County Government at the time the proposal is submitted, prior to award of the contract and will maintain a "current" status in regard to those taxes and fees during the life of the contract.

3. Proposer will obtain a Lexington-Fayette Urban County Government business license, if applicable, prior to award of the contract.

4. Proposer has authorized the Division of Central Purchasing to verify the above-mentioned information with the Division of Revenue and to disclose to the Urban County Council that taxes and/or fees are delinquent or that a business license has not been obtained.

5. Proposer has not knowingly violated any provision of the campaign finance laws of the Commonwealth of Kentucky within the past five (5) years and the award of a contract to the Proposer will not violate any provision of the campaign finance laws of the Commonwealth.

6. Proposer has not knowingly violated any provision of Chapter 25 of the Lexington-Fayette Urban County Government Code of Ordinances, known as "Ethics Act."

Continued on next page

7. Proposer acknowledges that "knowingly" for purposes of this Affidavit means, with respect to conduct or to circumstances described by a statute or ordinance defining an offense, that a person is aware or should have been aware that his conduct is of that nature or that the circumstance exists.

Further, Affiant sayeth naught.

STATE OF _____

COUNTY OF _____

The foregoing instrument was subscribed, sworn to and acknowledged before me

by _____ on this the _____ day

of _____, 20__.

My Commission expires: _____

NOTARY PUBLIC, STATE AT LARGE

EQUAL OPPORTUNITY AGREEMENT

Standard Title VI Assurance

The Lexington Fayette-Urban County Government, (hereinafter referred to as the "Recipient") hereby agrees that as a condition to receiving any Federal financial assistance from the U.S. Department of Transportation, it will comply with Title VI of the Civil Rights Act of 1964, 78Stat.252, 42 U.S.C. 2000d-4 (hereinafter referred to as the "Act"), and all requirements imposed by or pursuant to Title 49, Code of Federal Regulations, U.S. Department of Transportation, Subtitle A, Office of the Secretary, (49 CFR, Part 21) Nondiscrimination in Federally Assisted Program of the Department of Transportation – Effectuation of Title VI of the Civil Rights Act of 1964 (hereinafter referred to as the "Regulations") and other pertinent directives, no person in the United States shall, on the grounds of race, color, national origin, sex, age (over 40), religion, sexual orientation, gender identity, veteran status, or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Recipient receives Federal financial assistance from the U.S. Department of Transportation, including the Federal Highway Administration, and hereby gives assurance that will promptly take any necessary measures to effectuate this agreement. This assurance is required by subsection 21.7(a) (1) of the Regulations.

The Law

- Title VII of the Civil Rights Act of 1964 (amended 1972) states that it is unlawful for an employer to discriminate in employment because of race, color, religion, sex, age (40-70 years) or national origin.
- Executive Order No. 11246 on Nondiscrimination under Federal contract prohibits employment discrimination by contractor and sub-contractor doing business with the Federal Government or recipients of Federal funds. This order was later amended by Executive Order No. 11375 to prohibit discrimination on the basis of sex.
- Section 503 of the Rehabilitation Act of 1973 states:

The Contractor will not discriminate against any employee or applicant for employment because of physical or mental handicap.

- Section 2012 of the Vietnam Era Veterans Readjustment Act of 1973 requires Affirmative Action on behalf of disabled veterans and veterans of the Vietnam Era by contractors having Federal contracts.
- Section 206(A) of Executive Order 12086, Consolidation of Contract Compliance Functions for Equal Employment Opportunity, states:

The Secretary of Labor may investigate the employment practices of any Government contractor or sub-contractor to determine whether or not the contractual provisions specified in Section 202 of this order have been violated.

The Lexington-Fayette Urban County Government practices Equal Opportunity in recruiting, hiring and promoting. It is the Government's intent to affirmatively provide employment opportunities for those individuals who have previously not been allowed to enter into the mainstream of society. Because of its importance to the local Government, this policy carries the full endorsement of the Mayor, Commissioners, Directors and all supervisory personnel. In following this commitment to Equal Employment Opportunity and because the Government is the benefactor of the Federal funds, it is both against the Urban County Government policy and illegal for the Government to let contracts to companies which knowingly or unknowingly practice discrimination in their employment practices. Violation of the above mentioned ordinances may cause a contract to be canceled and the contractors may be declared ineligible for future consideration.

Please sign this statement in the appropriate space acknowledging that you have read and understand the provisions contained herein. Return this document as part of your application packet.

Bidders

I/We agree to comply with the Civil Rights Laws listed above that govern employment rights of minorities, women, Vietnam veterans, handicapped and aged persons.

Signature

Name of Business

WORKFORCE ANALYSIS FORM

Name of Organization: _____

Categories	Total	White (Not Hispanic or Latino)		Hispanic or Latino		Black or African- American (Not Hispanic or Latino)		Native Hawaiian and Other Pacific Islander (Not Hispanic or Latino)		Asian (Not Hispanic or Latino)		American Indian or Alaskan Native (not Hispanic or Latino)		Two or more races (Not Hispanic or Latino)		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Administrators																	
Professionals																	
Superintendents																	
Supervisors																	
Foremen																	
Technicians																	
Protective																	
Para-																	
Office/Clerical																	
Skilled Craft																	
Service/Maintena																	
Total:																	

Prepared by: _____ Date: ____/____/____

(Name and Title)

Revised 2015-Dec-15

**DIRECTOR, DIVISION OF CENTRAL PURCHASING
LEXINGTON-FAYETTE URBAN COUNTY GOVERNMENT
200 EAST MAIN STREET
LEXINGTON, KENTUCKY 40507**

NOTICE OF REQUIREMENT FOR AFFIRMATIVE ACTION TO ENSURE EQUAL EMPLOYMENT OPPORTUNITIES AND DBE CONTRACT PARTICIPATION

Notice of requirement for Affirmative Action to ensure Equal Employment Opportunities and Disadvantaged Business Enterprises (DBE) Contract participation. Disadvantaged Business Enterprises (DBE) consists of Minority-Owned Business Enterprises (MBE) and Woman-Owned Business Enterprises (WBE).

The Lexington-Fayette Urban County Government has set a goal that not less than ten percent (10%) of the total value of this Contract be subcontracted to Disadvantaged Business Enterprises, which is made up of MBEs and WBEs. The Lexington Fayette Urban County Government also has set a goal that not less than three percent (3%) of the total value of this Contract be subcontracted to Veteran-owned Small Businesses. The goal for the utilization of Disadvantaged Business Enterprises as well Veteran –owned Small Businesses as subcontractors is a recommended goal. Contractor(s) who fail to meet such goal will be expected to provide written explanations to the Director of the Division of Purchasing of efforts they have made to accomplish the recommended goal, and the extent to which they are successful in accomplishing the recommended goal will be a consideration in the procurement process. Depending on the funding source, other DBE goals may apply.

For assistance in locating Disadvantaged Business Enterprises Subcontractors contact:

Sherita Miller, MPA, Division of Central Purchasing
Lexington-Fayette Urban County Government
200 East Main Street, 3rd Floor, Room 338
Lexington, Kentucky 40507
smiller@lexingtonky.gov

Firm Submitting Proposal: _____

Complete Address: _____
Street City Zip

Contact Name: _____ Title: _____

Telephone Number: _____ Fax Number: _____

Email address: _____

Lexington-Fayette Urban County Government
MWDBE PARTICIPATION GOALS

A. GENERAL

- 1) The LFUCG request all potential contractors to make a concerted effort to include Minority-Owned (MBE), Woman-Owned (WBE), Disadvantaged (DBE) Business Enterprises and Veteran-Owned Small Businesses (VOSB) as subcontractors or suppliers in their bids.
- 2) Toward that end, the LFUCG has established 10% of total procurement costs as a Goal for participation of Minority-Owned, Woman-Owned and Disadvantaged Businesses on this contract.
- 3) **It is therefore a request of each Bidder to include in its bid, the same goal (10%) for MWDBE participation and other requirements as outlined in this section.**
- 4) The LFUCG has also established a 3% of total procurement costs as a Goal for participation for of Veteran-Owned Businesses.
- 5) **It is therefore a request of each Bidder to include in its bid, the same goal (3%) for Veteran-Owned participation and other requirements as outlined in this section.**

B. PROCEDURES

- 1) The successful bidder will be required to report to the LFUCG, the dollar amounts of all payments submitted to Minority-Owned, Woman-Owned or Veteran-Owned subcontractors and suppliers for work done or materials purchased for this contract. (See Subcontractor Monthly Payment Report)
- 2) Replacement of a Minority-Owned, Woman-Owned or Veteran-Owned subcontractor or supplier listed in the original submittal must be requested in writing and must be accompanied by documentation of Good Faith Efforts to replace the subcontractor / supplier with another MWDBE Firm; this is subject to approval by the LFUCG. (See LFUCG MWDBE Substitution Form)
- 3) For assistance in identifying qualified, certified businesses to solicit for potential contracting opportunities, bidders may contact:
 - a) The Lexington-Fayette Urban County Government, Division of Central Purchasing (859-258-3320)
- 4) The LFUCG will make every effort to notify interested MWDBE and Veteran-Owned subcontractors and suppliers of each Bid Package, including information on the scope of work, the pre-bid meeting time and location, the bid date, and all other pertinent information regarding the project.

C. DEFINITIONS

- 1) A Minority-Owned Business Enterprise (MBE) is defined as a business which is certified as being at least 51% owned, managed and controlled by persons of African American, Hispanic, Asian, Pacific Islander, American Indian or Alaskan Native Heritage.
- 2) A Woman-Owned Business Enterprise (WBE) is defined as a business which is certified as being at least 51% owned, managed and controlled by one or more women.

- 3) A Disadvantaged Business (DBE) is defined as a business which is certified as being at least 51% owned, managed and controlled by a person(s) that are economically and socially disadvantaged.
- 4) A Veteran-Owned Small Business (VOSB) is defined as a business which is certified as being at least 51% owned, managed and controlled by a veteran and/or a service disabled veteran.
- 5) Good Faith Efforts are efforts that, given all relevant circumstances, a bidder or proposer actively and aggressively seeking to meet the goals, can reasonably be expected to make. In evaluating good faith efforts made toward achieving the goals, whether the bidder or proposer has performed the efforts outlined in the Obligations of Bidder for Good Faith Efforts outlined in this document will be considered, along with any other relevant factors.

D. OBLIGATION OF BIDDER FOR GOOD FAITH EFFORTS

- 1) **The bidder shall make a Good Faith Effort to achieve the Participation Goal for MWDBE and Veteran-Owned subcontractors/suppliers. The failure to meet the goal shall not necessarily be cause for disqualification of the bidder; however, bidders not meeting the goal are required to furnish with their bids written documentation of their Good Faith Efforts to do so.**
- 2) Award of Contract shall be conditioned upon satisfaction of the requirements set forth herein.
- 3) The Form of Proposal includes a section entitled “MWDBE Participation Form”. The applicable information must be completed and submitted as outlined below.
- 4) **Failure to submit this information as requested may be cause for rejection of bid or delay in contract award.**

E. DOCUMENTATION REQUIRED FOR GOOD FAITH EFFORTS

- 1) Bidders reaching the Goal are required to submit only the MWDBE Participation Form.” The form must be fully completed including names and telephone number of participating MWDBE firm(s); type of work to be performed; estimated value of the contract and value expressed as a percentage of the total Lump Sum Bid Price. The form must be signed and dated, and is to be submitted with the bid.
- 2) Bidders not reaching the Goal must submit the “MWDBE Participation Form”, the “Quote Summary Form” and a written statement documenting their Good Faith Effort to do so. If bid includes no MWDBE and/or Veteran participation, bidder shall enter “None” on the subcontractor / supplier form). In addition, the bidder must submit written proof of their Good Faith Efforts to meet the Participation Goal:
 - a. Advertised opportunities to participate in the contract in at least two (2) publications of general circulation media; trade and professional association publications; small and minority business or trade publications; and publications or trades targeting minority, women and disadvantaged businesses not less than fifteen (15) days prior to the deadline for submission of bids to allow MWDBE firms and Veteran-Owned businesses to participate.
 - b. Included documentation of advertising in the above publications with the bidders good faith efforts package

- c. Attended LFUCG Central Purchasing Economic Inclusion Outreach event
- d. Attended pre-bid meetings that were scheduled by LFUCG to inform MWDBEs and/or Veteran-Owned businesses of subcontracting opportunities
- e. Sponsored Economic Inclusion event to provide networking opportunities for prime contractors and MWDBE firms and Veteran-Owned businesses.
- f. Requested a list of MWDBE and/or Veteran subcontractors or suppliers from LFUCG and showed evidence of contacting the companies on the list(s).
- g. Contacted organizations that work with MWDBE companies for assistance in finding certified MWDBE firms and Veteran-Owned businesses to work on this project. Those contacted and their responses should be a part of the bidder's good faith efforts documentation.
- d. Sent written notices, by certified mail, email or facsimile, to qualified, certified MWDBEs and/or Veteran-Owned businesses soliciting their participation in the contract not less than seven (7) days prior to the deadline for submission of bids to allow them to participate effectively.
- e. Followed up initial solicitations by contacting MWDBEs and Veteran-Owned Businesses to determine their level of interest.
- j. Provided the interested MWDBE firm and/or Veteran-Owned business with adequate and timely information about the plans, specifications, and requirements of the contract.
- k. Selected portions of the work to be performed by MWDBE firms and/or Veteran-Owned businesses in order to increase the likelihood of meeting the contract goals. This includes, where appropriate, breaking out contract work items into economically feasible units to facilitate MWDBE and Veteran participation, even when the prime contractor may otherwise perform these work items with its own workforce
- l. Negotiated in good faith with interested MWDBE firms and Veteran-Owned businesses not rejecting them as unqualified without sound reasons based on a thorough investigation of their capabilities. Any rejection should be so noted in writing with a description as to why an agreement could not be reached.
- m. Included documentation of quotations received from interested MWDBE firms and Veteran-Owned businesses which were not used due to uncompetitive pricing or were rejected as unacceptable and/or copies of responses from firms indicating that they would not be submitting a bid.
- n. Bidder has to submit sound reasons why the quotations were considered unacceptable. The fact that the bidder has the ability and/or desire to perform the contract work with its own forces will not be considered a sound reason for rejecting a MWDBE and/or Veteran-Owned business's quote. Nothing in this provision shall be construed to require the bidder to accept unreasonable quotes in order to satisfy MWDBE and Veteran goals.

o. Made an effort to offer assistance to or refer interested MWDBE firms and Veteran-Owned businesses to obtain the necessary equipment, supplies, materials, insurance and/or bonding to satisfy the work requirements of the bid proposal

p. Made efforts to expand the search for MWBE firms and Veteran-Owned businesses beyond the usual geographic boundaries.

q. Other--any other evidence that the bidder submits which may show that the bidder has made reasonable good faith efforts to include MWDBE and Veteran participation.

Note: Failure to submit any of the documentation requested in this section may be cause for rejection of bid. Bidders may include any other documentation deemed relevant to this requirement which is subject to review by the MBE Liaison. Documentation of Good Faith Efforts must be submitted with the Bid, if the participation Goal is not met.



MINORITY BUSINESS ENTERPRISE PROGRAM

Sherita Miller, MPA
Minority Business Enterprise Liaison
Division of Central Purchasing
Lexington-Fayette Urban County Government
200 East Main Street
Lexington, KY 40507
smiller@lexingtonky.gov
859-258-3323

OUR MISSION: The mission of the Minority Business Enterprise Program is to facilitate the full participation of minority and women owned businesses in the procurement process and to promote economic inclusion as a business imperative essential to the long term economic viability of Lexington-Fayette Urban County Government.

To that end the city council adopted and implemented Resolution 484-2017 – A Certified Minority, Women and Disadvantaged Business Enterprise ten percent (10%) minimum goal and a three (3%) minimum goal for Certified Veteran-Owned Small Businesses and Certified Service Disabled Veteran – Owned Businesses for government contracts.

The resolution states the following definitions shall be used for the purposes of reaching these goals (a full copy is available in Central Purchasing):

Certified Disadvantaged Business Enterprise (DBE) – a business in which at least fifty-one percent (51%) is owned, managed and controlled by a person(s) who is socially and economically disadvantaged as defined by 49 CFR subpart 26.

Certified Minority Business Enterprise (MBE) – a business in which at least fifty-one percent (51%) is owned, managed and controlled by an ethnic minority (i.e. African American, Asian American/Pacific Islander, Hispanic Islander, Native American/Native Alaskan Indian) as defined in federal law or regulation as it may be amended from time-to-time.

Certified Women Business Enterprise (WBE) – a business in which at least fifty-one percent (51%) is owned, managed and controlled by a woman.

Certified Veteran-Owned Small Business (VOSB) – a business in which at least fifty-one percent (51%) is owned, managed and controlled by a veteran who served on active duty with the U.S. Army, Air Force, Navy, Marines or Coast Guard.

Certified Service Disabled Veteran Owned Small Business (SDVOSB) – a business in which at least fifty-one percent (51%) is owned, managed and controlled by a disabled veteran who served on active duty with the U.S. Army, Air Force, Navy, Marines or Coast Guard.

The term “Certified” shall mean the business is appropriately certified, licensed, verified, or validated by an organization or entity recognized by the Division of Purchasing as having the appropriate credentials to make a determination as to the status of the business.

We have compiled the list below to help you locate certified MBE, WBE and DBE certified businesses. Below is a listing of contacts for LFUCG Certified MWDBEs and Veteran-Owned Small Businesses in (<https://lexingtonky.ionwave.net>)

Business	Contact	Email Address	Phone
LFUCG	Sherita Miller	smiller@lexingtonky.gov	859-258-3323
Commerce Lexington – Minority Business Development	Tyrone Tyra	ttyra@commercelexington.com	859-226-1625
Tri-State Minority Supplier Diversity Council	Susan Marston	smarston@tsmsdc.com	502-365-9762
Small Business Development Council	Shawn Rogers UK SBDC	shawn.rogers@uky.edu	859-257-7666
Community Ventures Corporation	Phyllis Alcorn	palcorn@cvky.org	859-231-0054
KY Transportation Cabinet (KYTC)	Melvin Bynes	Melvin.bynes2@ky.gov	502-564-3601
KYTC Pre-Qualification	Shella Eagle	Shella.Eagle@ky.gov	502-782-4815
Ohio River Valley Women’s Business Council (WBENC)	Sheila Mixon	smixon@orvwbc.org	513-487-6537
Kentucky MWBE Certification Program	Yvette Smith, Kentucky Finance Cabinet	Yvette.Smith@ky.gov	502-564-8099
National Women Business Owner’s Council (NWBOC)	Janet Harris-Lange	janet@nwvoc.org	800-675-5066
Small Business Administration	Robert Coffey	robertcoffey@sba.gov	502-582-5971
LaVoz de Kentucky	Andres Cruz	lavozdeky@yahoo.com	859-621-2106
The Key News Journal	Patrice Muhammad	production@keynewsjournal.com	859-685-8488



LFUCG MWDBE PARTICIPATION FORM

Bid/RFP/Quote Reference # _____

The MWDBE and/or veteran subcontractors listed have agreed to participate on this Bid/RFP/Quote. If any substitution is made or the total value of the work is changed prior to or after the job is in progress, it is understood that those substitutions must be submitted to Central Purchasing for approval immediately. **Failure to submit a completed form may cause rejection of the bid.**

MWDBE Company, Name, Address, Phone, Email	MBE WBE or DBE	Work to be Performed	Total Dollar Value of the Work	% Value of Total Contract
1.				
2.				
3.				
4.				

The undersigned company representative submits the above list of MWDBE firms to be used in accomplishing the work contained in this Bid/RFP/Quote. Any misrepresentation may result in the termination of the contract and/or be subject to applicable Federal and State laws concerning false statements and false claims.

Company

Company Representative

Date

Title



LFUCG MWDBE SUBSTITUTION FORM

Bid/RFP/Quote Reference # _____

The substituted MWDBE and/or veteran subcontractors listed below have agreed to participate on this Bid/RFP/Quote. These substitutions were made prior to or after the job was in progress. These substitutions were made for reasons stated below and are now being submitted to Central Purchasing for approval. By the authorized signature of a representative of our company, we understand that this information will be entered into our file for this project.

SUBSTITUTED MWDBE Company Name, Address, Phone, Email	MWDBE Formally Contracted/ Name, Address, Phone, Email	Work to Be Performed	Reason for the Substitution	Total Dollar Value of the Work	% Value of Total Contract
1.					
2.					
3.					
4.					

The undersigned acknowledges that any misrepresentation may result in termination of the contract and/or be subject to applicable Federal and State laws concerning false statements and false claims.

Company

Company Representative

Date

Title



MWDBE QUOTE SUMMARY FORM

Bid/RFP/Quote Reference # _____

The undersigned acknowledges that the minority and/or veteran subcontractors listed on this form did submit a quote to participate on this project. Failure to submit this form may cause rejection of the bid.

Company Name	Contact Person
Address/Phone/Email	Bid Package / Bid Date

MWDBE Company Address	Contact Person	Contact Information (work phone, Email, cell)	Date Contacted	Services to be performed	Method of Communication (email, phone meeting, ad, event etc)	Total dollars \$\$ Do Not Leave Blank (Attach Documentation)	MBE * AA HA AS NA Female	Veteran

(MBE designation / AA=African American / HA= Hispanic American/AS = Asian American/Pacific Islander/ NA= Native American)

The undersigned acknowledges that all information is accurate. Any misrepresentation may result in termination of the contract and/or be subject to applicable Federal and State laws concerning false statements and claims.

Company

Company Representative

Date

Title



LFUCG SUBCONTRACTOR MONTHLY PAYMENT REPORT

The LFUCG has a 10% goal plan adopted by city council to increase the participation of minority and women owned businesses in the procurement process. The LFUCG also has a 3% goal plan adopted by cited council to increase the participation of veteran owned businesses in the procurement process. In order to measure that goal LFUCG will track spending with MWDBE and Veteran contractors on a monthly basis. By the signature below of an authorized company representative, you certify that the information is correct, and that each of the representations set forth below is true. Any misrepresentation may result in termination of the contract and/or prosecution under applicable Federal and State laws concerning false statements and false claims. Please submit this form monthly to the Division of Central Purchasing/ 200 East Main Street / Room 338 / Lexington, KY 40507.

Bid/RFP/Quote # _____

Total Contract Amount Awarded to Prime Contractor for this Project _____

Project Name/ Contract #	Work Period/ From: _____ To: _____
Company Name:	Address:
Federal Tax ID:	Contact Person:

Subcontractor Vendor ID (name, address, phone, email)	Description of Work	Total Subcontract Amount	% of Total Contract Awarded to Prime for this Project	Total Amount Paid for this Period	Purchase Order number for subcontractor work (please attach PO)	Scheduled Project Start Date	Scheduled Project End Date

By the signature below of an authorized company representative, you certify that the information is correct, and that each of the representations set forth below is true. Any misrepresentations may result in the termination of the contract and/or prosecution under applicable Federal and State laws concerning false statements and false claims.

Company

Company Representative

Date

Title

LFUCG STATEMENT OF GOOD FAITH EFFORTS

Bid/RFP/Quote # _____

By the signature below of an authorized company representative, we certify that we have utilized the following Good Faith Efforts to obtain the maximum participation by MWDBE and Veteran-Owned business enterprises on the project and can supply the appropriate documentation.

_____ Advertised opportunities to participate in the contract in at least two (2) publications of general circulation media; trade and professional association publications; small and minority business or trade publications; and publications or trades targeting minority, women and disadvantaged businesses not less than fifteen (15) days prior to the deadline for submission of bids to allow MWDBE firms and Veteran-Owned businesses to participate.

_____ Included documentation of advertising in the above publications with the bidders good faith efforts package

_____ Attended LFUCG Central Purchasing Economic Inclusion Outreach event

_____ Attended pre-bid meetings that were scheduled by LFUCG to inform MWDBEs and/or Veteran-Owned Businesses of subcontracting opportunities

_____ Sponsored Economic Inclusion event to provide networking opportunities for prime contractors and MWDBE firms and Veteran-Owned businesses

_____ Requested a list of MWDBE and/or Veteran subcontractors or suppliers from LFUCG and showed evidence of contacting the companies on the list(s).

_____ Contacted organizations that work with MWDBE companies for assistance in finding certified MWDBE firms and Veteran-Owned businesses to work on this project. Those contacted and their responses should be a part of the bidder's good faith efforts documentation.

_____ Sent written notices, by certified mail, email or facsimile, to qualified, certified MWDBEs soliciting their participation in the contract not less than seven (7) days prior to the deadline for submission of bids to allow them to participate effectively.

_____ Followed up initial solicitations by contacting MWDBEs and Veteran-Owned businesses to determine their level of interest.

_____ Provided the interested MWDBE firm and/or Veteran-Owned business with adequate and timely information about the plans, specifications, and requirements of the contract.

_____ Selected portions of the work to be performed by MWDBE firms and/or Veteran-Owned businesses in order to increase the likelihood of meeting the contract goals. This includes, where appropriate, breaking out contract work items

into economically feasible units to facilitate MWDBE and Veteran participation, even when the prime contractor may otherwise perform these work items with its own workforce

_____ Negotiated in good faith with interested MWDBE firms and Veteran-Owned businesses not rejecting them as unqualified without sound reasons based on a thorough investigation of their capabilities. Any rejection should be so noted in writing with a description as to why an agreement could not be reached.

_____ Included documentation of quotations received from interested MWDBE firms and Veteran-Owned businesses which were not used due to uncompetitive pricing or were rejected as unacceptable and/or copies of responses from firms indicating that they would not be submitting a bid.

_____ Bidder has to submit sound reasons why the quotations were considered unacceptable. The fact that the bidder has the ability and/or desire to perform the contract work with its own forces will not be considered a sound reason for rejecting a MWDBE and/or Veteran-Owned business's quote. Nothing in this provision shall be construed to require the bidder to accept unreasonable quotes in order to satisfy MWDBE and Veteran goals.

_____ Made an effort to offer assistance to or refer interested MWDBE firms and Veteran-Owned businesses to obtain the necessary equipment, supplies, materials, insurance and/or bonding to satisfy the work requirements of the bid proposal

_____ Made efforts to expand the search for MWBE firms and Veteran-Owned businesses beyond the usual geographic boundaries.

_____ Other--any other evidence that the bidder submits which may show that the bidder has made reasonable good faith efforts to include MWDBE and Veteran participation.

NOTE: Failure to submit any of the documentation requested in this section may be cause for rejection of bid. Bidders may include any other documentation deemed relevant to this requirement which is subject to approval by the MBE Liaison. Documentation of Good Faith Efforts must be submitted with the Bid, if the participation Goal is not met.

The undersigned acknowledges that all information is accurate. Any misrepresentations may result in termination of the contract and/or be subject to applicable Federal and State laws concerning false statements and claims.

Company

Company Representative

Date

Title

GENERAL PROVISIONS

1. Each Respondent shall comply with all Federal, State & Local regulations concerning this type of service or good.

The Respondent agrees to comply with all statutes, rules, and regulations governing safe and healthful working conditions, including the Occupational Health and Safety Act of 1970, *29 U.S.C. 650 et. seq.*, as amended, and KRS Chapter 338. The Respondent also agrees to notify the LFUCG in writing immediately upon detection of any unsafe and/or unhealthful working conditions at the job site. The Respondent agrees to indemnify, defend and hold the LFUCG harmless from all penalties, fines or other expenses arising out of the alleged violation of said laws.

2. Failure to submit ALL forms and information required in this RFP may be grounds for disqualification.
3. Addenda: All addenda and IonWave Q&A, if any, shall be considered in making the proposal, and such addenda shall be made a part of this RFP. Before submitting a proposal, it is incumbent upon each proposer to be informed as to whether any addenda have been issued, and the failure to cover in the bid any such addenda may result in disqualification of that proposal.
4. Proposal Reservations: LFUCG reserves the right to reject any or all proposals, to award in whole or part, and to waive minor immaterial defects in proposals. LFUCG may consider any alternative proposal that meets its basic needs.
5. Liability: LFUCG is not responsible for any cost incurred by a Respondent in the preparation of proposals.
6. Changes/Alterations: Respondent may change or withdraw a proposal at any time prior to the opening; however, no oral modifications will be allowed. Only letters, or other formal written requests for modifications or corrections of a previously submitted proposal which is addressed in the same manner as the proposal, and received by LFUCG prior to the scheduled closing time for receipt of proposals, will be accepted. The proposal, when opened, will then be corrected in accordance with such written request(s), provided that the written request is contained in a sealed envelope which is plainly marked "modifications of proposal".
7. Clarification of Submittal: LFUCG reserves the right to obtain clarification of any point in a bid or to obtain additional information from a Respondent.
8. Bribery Clause: By his/her signature on the bid, Respondent certifies that no employee of his/hers, any affiliate or Subcontractor, has bribed or attempted to bribe an officer or employee of the LFUCG.

9. Additional Information: While not necessary, the Respondent may include any product brochures, software documentation, sample reports, or other documentation that may assist LFUCG in better understanding and evaluating the Respondent's response. Additional documentation shall not serve as a substitute for other documentation which is required by this RFP to be submitted with the proposal,
10. Ambiguity, Conflict or other Errors in RFP: If a Respondent discovers any ambiguity, conflict, discrepancy, omission or other error in the RFP, it shall immediately notify LFUCG of such error in writing and request modification or clarification of the document if allowable by the LFUCG.
11. Agreement to Bid Terms: In submitting this proposal, the Respondent agrees that it has carefully examined the specifications and all provisions relating to the work to be done attached hereto and made part of this proposal. By acceptance of a Contract under this RFP, proposer states that it understands the meaning, intent and requirements of the RFP and agrees to the same. The successful Respondent shall warrant that it is familiar with and understands all provisions herein and shall warrant that it can comply with them. No additional compensation to Respondent shall be authorized for services or expenses reasonably covered under these provisions that the proposer omits from its Proposal.
12. Cancellation: If the services to be performed hereunder by the Respondent are not performed in an acceptable manner to the LFUCG, the LFUCG may cancel this contract for cause by providing written notice to the proposer, giving at least thirty (30) days notice of the proposed cancellation and the reasons for same. During that time period, the proposer may seek to bring the performance of services hereunder to a level that is acceptable to the LFUCG, and the LFUCG may rescind the cancellation if such action is in its best interest.

A. Termination for Cause

- (1) LFUCG may terminate a contract because of the contractor's failure to perform its contractual duties
- (2) If a contractor is determined to be in default, LFUCG shall notify the contractor of the determination in writing, and may include a specified date by which the contractor shall cure the identified deficiencies. LFUCG may proceed with termination if the contractor fails to cure the deficiencies within the specified time.
- (3) A default in performance by a contractor for which a contract may be terminated shall include, but shall not necessarily be limited to:
 - (a) Failure to perform the contract according to its terms, conditions and specifications;
 - (b) Failure to make delivery within the time specified or according

- to a delivery schedule fixed by the contract;
- (c) Late payment or nonpayment of bills for labor, materials, supplies, or equipment furnished in connection with a contract for construction services as evidenced by mechanics' liens filed pursuant to the provisions of KRS Chapter 376, or letters of indebtedness received from creditors by the purchasing agency;
 - (d) Failure to diligently advance the work under a contract for construction services;
 - (e) The filing of a bankruptcy petition by or against the contractor; or
 - (f) Actions that endanger the health, safety or welfare of the LFUCG or its citizens.

B. At Will Termination

Notwithstanding the above provisions, the LFUCG may terminate this contract at will in accordance with the law upon providing thirty (30) days written notice of that intent, Payment for services or goods received prior to termination shall be made by the LFUCG provided these goods or services were provided in a manner acceptable to the LFUCG. Payment for those goods and services shall not be unreasonably withheld.

13. **Assignment of Contract:** The contractor shall not assign or subcontract any portion of the Contract without the express written consent of LFUCG. Any purported assignment or subcontract in violation hereof shall be void. It is expressly acknowledged that LFUCG shall never be required or obligated to consent to any request for assignment or subcontract; and further that such refusal to consent can be for any or no reason, fully within the sole discretion of LFUCG.
14. **No Waiver:** No failure or delay by LFUCG in exercising any right, remedy, power or privilege hereunder, nor any single or partial exercise thereof, nor the exercise of any other right, remedy, power or privilege shall operate as a waiver hereof or thereof. No failure or delay by LFUCG in exercising any right, remedy, power or privilege under or in respect of this Contract shall affect the rights, remedies, powers or privileges of LFUCG hereunder or shall operate as a waiver thereof.
15. **Authority to do Business:** The Respondent must be a duly organized and authorized to do business under the laws of Kentucky. Respondent must be in good standing and have full legal capacity to provide the services specified under this Contract. The Respondent must have all necessary right and lawful authority to enter into this Contract for the full term hereof and that proper corporate or other action has been duly taken authorizing the Respondent to enter into this Contract. The Respondent will provide LFUCG with a copy of a corporate resolution authorizing this action and a letter from an attorney confirming that the proposer is authorized to do business in the State of Kentucky if requested. All proposals must

be signed by a duly authorized officer, agent or employee of the Respondent.

16. **Governing Law:** This Contract shall be governed by and construed in accordance with the laws of the Commonwealth of Kentucky. In the event of any proceedings regarding this Contract, the Parties agree that the venue shall be the Fayette County Circuit Court or the U.S. District Court for the Eastern District of Kentucky, Lexington Division. All parties expressly consent to personal jurisdiction and venue in such Court for the limited and sole purpose of proceedings relating to this Contract or any rights or obligations arising thereunder. Service of process may be accomplished by following the procedures prescribed by law.
17. **Ability to Meet Obligations:** Respondent affirmatively states that there are no actions, suits or proceedings of any kind pending against Respondent or, to the knowledge of the Respondent, threatened against the Respondent before or by any court, governmental body or agency or other tribunal or authority which would, if adversely determined, have a materially adverse effect on the authority or ability of Respondent to perform its obligations under this Contract, or which question the legality, validity or enforceability hereof or thereof.
18. Contractor understands and agrees that its employees, agents, or subcontractors are not employees of LFUCG for any purpose whatsoever. Contractor is an independent contractor at all times during the performance of the services specified.
19. If any term or provision of this Contract shall be found to be illegal or unenforceable, the remainder of the contract shall remain in full force and such term or provision shall be deemed stricken.
20. Contractor [or Vendor or Vendor's Employees] will not appropriate or make use of the Lexington-Fayette Urban County Government (LFUCG) name or any of its trade or service marks or property (including but not limited to any logo or seal), in any promotion, endorsement, advertisement, testimonial or similar use without the prior written consent of the government. If such consent is granted LFUCG reserves the unilateral right, in its sole discretion, to immediately terminate and revoke such use for any reason whatsoever. Contractor agrees that it shall cease and desist from any unauthorized use immediately upon being notified by LFUCG.

Signature

Date

**RISK MANAGEMENT PROVISIONS
INSURANCE AND INDEMNIFICATION**

INDEMNIFICATION AND HOLD HARMLESS PROVISION

- (1) It is understood and agreed by the parties that Contractor hereby assumes the entire responsibility and liability for any and all damages to persons or property caused by or resulting from or arising out of any act or omission on the part of Contractor or its employees, agents, servants, owners, principals, licensees, assigns or subcontractors of any tier (hereinafter "CONTRACTOR") under or in connection with this agreement and/or the provision of goods or services and the performance or failure to perform any work required thereby.
- (2) CONTRACTOR shall indemnify, save, hold harmless and defend the Lexington-Fayette Urban County Government and its elected and appointed officials, employees, agents, volunteers, and successors in interest (hereinafter "LFUCG") from and against all liability, damages, and losses, including but not limited to, demands, claims, obligations, causes of action, judgments, penalties, fines, liens, costs, expenses, interest, defense costs and reasonable attorney's fees that are in any way incidental to or connected with, or that arise or are alleged to have arisen, directly or indirectly, from or by CONTRACTOR's performance or breach of the agreement and/or the provision of goods or services provided that: (a) it is attributable to personal injury, bodily injury, sickness, or death, or to injury to or destruction of property (including the loss of use resulting therefrom), or to or from the negligent acts, errors or omissions or willful misconduct of the CONTRACTOR; and (b) not caused solely by the active negligence or willful misconduct of LFUCG.
- (3) In the event LFUCG is alleged to be liable based upon the above, CONTRACTOR shall defend such allegations and shall bear all costs, fees and expenses of such defense, including but not limited to, all reasonable attorneys' fees and expenses, court costs, and expert witness fees and expenses, using attorneys approved in writing by LFUCG, which approval shall not be unreasonably withheld.
- (4) These provisions shall in no way be limited by any financial responsibility or insurance requirements, and shall survive the termination of this agreement.
- (5) LFUCG is a political subdivision of the Commonwealth of Kentucky. CONTRACTOR acknowledges and agrees that LFUCG is unable to provide indemnity or otherwise save, hold harmless, or defend the CONTRACTOR in any manner.

FINANCIAL RESPONSIBILITY

BIDDER/CONTRACTOR understands and agrees that it shall demonstrate the ability to assure compliance with the above Indemnity provisions and these other risk management provisions prior to final acceptance of its bid and the commencement of any work or provision of goods.

INSURANCE REQUIREMENTS

YOUR ATTENTION IS DIRECTED TO THE INSURANCE REQUIREMENTS BELOW, AND YOU MAY NEED TO CONFER WITH YOUR INSURANCE AGENTS, BROKERS, OR CARRIERS TO DETERMINE IN ADVANCE OF SUBMISSION OF A RESPONSE THE AVAILABILITY OF THE INSURANCE COVERAGES AND ENDORSEMENTS REQUIRED HEREIN. IF YOU FAIL TO COMPLY WITH THE INSURANCE REQUIREMENTS BELOW, YOU MAY BE DISQUALIFIED FROM AWARD OF THE CONTRACT.

Required Insurance Coverage

BIDDER/CONTRACTOR shall procure and maintain for the duration of this contract the following or equivalent insurance policies at no less than the limits shown below and cause its subcontractors to maintain similar insurance with limits acceptable to LFUCG in order to protect LFUCG against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by CONTRACTOR. The cost of such insurance shall be included in any bid:

<u>Coverage</u>	<u>Limits</u>
General Liability (Insurance Services Office Form CG 00 01)	\$1 million per occurrence, \$2 million aggregate or \$2 million combined single limit
Commercial Automobile Liability (Insurance Services Office Form CA 0001)	combined single, \$1 million per occurrence
Worker's Compensation	Statutory
Employer's Liability	\$100,000
Professional Liability	\$1 million per claim
Excess/Umbrella Liability	\$2 million per occurrence

The policies above shall contain the following conditions:

- a. All Certificates of Insurance forms used by the insurance carrier shall be properly filed and approved by the Department of Insurance for the Commonwealth of Kentucky (DOI). LFUCG shall be named as an additional insured in the General Liability Policy and Commercial Automobile Liability Policy using the Kentucky DOI approved forms.
- b. The General Liability Policy shall be primary to any insurance or self-insurance retained by LFUCG.
- c. The General Liability Policy shall include Premises and Operations coverage unless it is deemed not to apply by LFUCG.
- d. The General Liability Policy shall include Employment Practices Liability coverage or an endorsement in a minimum amount of \$1 million unless it is deemed not to apply by LFUCG.
- e. The Policy shall include Umbrella/Excess Liability coverage in the amount of \$2 million per occurrence, \$2 million aggregate, unless it is deemed not to apply by LFUCG.
- f. LFUCG shall be provided at least 30 days advance written notice via certified mail, return receipt requested, in the event any of the required policies are canceled or non-renewed.
- g. Said coverage shall be written by insurers acceptable to LFUCG and shall be in a form acceptable to LFUCG. Insurance placed with insurers with a rating classification of no less than Excellent (A or A-) and a financial size category of no less than VIII, as defined by the most current Best's Key Rating Guide shall be deemed automatically acceptable.

Renewals

After insurance has been approved by LFUCG, evidence of renewal of an expiring policy must be submitted to LFUCG, and may be submitted on a manually signed renewal endorsement form. If the policy or carrier has changed, however, new evidence of coverage must be submitted in accordance with these Insurance Requirements.

Deductibles and Self-Insured Programs

IF YOU INTEND TO SUBMIT A SELF-INSURANCE PLAN IT MUST BE FORWARDED TO LEXINGTON-FAYETTE URBAN COUNTY GOVERNMENT, DIVISION OF RISK MANAGEMENT, 200 EAST MAIN STREET, LEXINGTON, KENTUCKY 40507 NO LATER THAN A MINIMUM OF FIVE (5) WORKING DAYS PRIOR TO THE RESPONSE DATE.

Self-insurance programs, deductibles, and self-insured retentions in insurance policies are subject to separate approval by Lexington-Fayette Urban County Government's Division of Risk Management, upon review of evidence of BIDDER/CONTRACTOR's financial capacity to respond to claims. Any such programs or retentions must provide LFUCG with at least the same protection from liability and defense of suits as would be afforded by first-dollar insurance coverage

Safety and Loss Control

CONTRACTOR shall comply with all applicable federal, state, and local safety standards related to the performance of its works or services under this Agreement and take necessary action to protect the life, health and safety and property of all of its personnel on the job site, the public, and LFUCG.

Verification of Coverage

BIDDER/CONTRACTOR agrees to furnish LFUCG with all applicable Certificates of Insurance signed by a person authorized by the insurer to bind coverage on its behalf prior to final award, and if requested, shall provide LFUCG copies of all insurance policies, including all endorsements.

Right to Review, Audit and Inspect

CONTRACTOR understands and agrees that LFUCG may review, audit and inspect any and all of its records and operations to insure compliance with these Insurance Requirements.

DEFAULT

BIDDER/CONTRACTOR understands and agrees that the failure to comply with any of these insurance, safety, or loss control provisions shall constitute default and that LFUCG may elect at its option any single remedy or penalty or any combination of remedies and penalties, as available, including but not limited to purchasing insurance and charging BIDDER/CONTRACTOR for any such insurance premiums purchased, or suspending or terminating the work.

Environmental Education: Coordination and Administration RFP 4-2021

OVERVIEW:

Purpose of Solicitation

The City of Lexington's Department of Environmental Quality and Public Works (EQPW) seeks proposals from qualified contractors, sole proprietorships or organizations, to serve as the coordinator and administrator of environmental education efforts for the Department of Environmental Quality and Public Works. These efforts focus on K-12 public and private schools within Lexington-Fayette County. Topics covered include water quality, waste management and transportation.

Specifically, the selected contractor will:

- Develop curriculum for K-12 classrooms; develop field trip protocols, signage and scripts for field trip sites; develop materials and activities for use with the EQPW trailer; develop non-formal environmental education programming to provide for community partners that serve youth outside of school hours, including a summer camp for middle school students
- Train city staff and contract educators in the curriculum, field trips, lessons and programs, and evaluate their performance through surveys and observation; lead Teachers' Environmental Academy(s) each summer and develop ongoing engagement for alumni of the program
- Manage scheduling of educators to lead classroom-based lessons; track classroom participation for recognition program; lead lessons and field trips when necessary
- Purchase supplies for EE efforts, and distribute them appropriately; reimburse schools for appropriate expenses such as buses and substitutes related to field trips
- Connect K-12 units to careers, especially careers related to city jobs; coordinate career panels for middle and high school students; work with Fayette County Public Schools on career days and similar opportunities; collaborate with city staff members to develop and implement a successful job shadowing and internship programs for high school students that provide connections to the full spectrum of jobs within the city

These tasks will be carried out in partnership with a variety of city (e.g., Division of Parks, community centers) and non-government (e.g., Fayette County Public Schools, libraries) entities. The successful candidate or organization must be competent at coalition building and working with individuals from a variety of social, ethnic and cultural backgrounds.

NOTE: The focus of this contract is coordinating the EQPW K-12 education program, not classroom-based teaching. A sole proprietor should not expect to be teaching in the classroom and an organization does not need to be able to provide all the educators necessary for the program. A classroom-based educator contract(s) will be bid out through another RFP that EQPW anticipates posting this spring.

Background

The city has contracted out environmental education in the schools since 2006. The outreach started with a focus waste management, specifically recycling, and grew to include stormwater, sanitary sewers, energy, and litter over the years. In recent years, nearly all public and private schools in Fayette County have participated in these programs.

Topic Areas

The environmental education provided through this contract shall focus on:

1. Waste management
 - a. The hierarchy of the “Three R’s” (Reduce, Reuse, Recycle) - reducing waste first, reusing items second, and recycling properly third
 - b. Proper recycling in Lexington-Fayette County, recycling as a local action
 - c. Home/school composting
 - d. Litter reduction
2. Water quality, stormwater
 - a. Watersheds
 - b. Water quality and its relationship to stormwater/land use
 - c. Best management practices, city-scale and individual-level (including litter reduction)
3. Water quality, sanitary sewer systems
 - a. What is the sanitary sewer system?
 - b. How does the sanitary sewer system work?
 - c. How do residents’ actions impact the system?
4. Transportation
 - a. Planning and infrastructure
 - b. Biking/scooting, safety and how-tos
 - i. Roads
 - ii. Trails
 - c. Walking, safety and routes
 - i. Roads
 - ii. Trails
 - d. Driving, safety
 - e. Other alternative forms of transportation (e.g., using the bus, carpooling)

The contractor should spend money and time in a way that reflects the funding, which is approximately:

- 15% water quality, sanitary
- 40% water quality, stormwater
- 40% waste management
- 5% transportation

In other words, the contractor will have a strong focus on stormwater and waste management, as 80% of their time should be spent on those topics.

Budget

Responses shall account for the complete cost of carrying out the work proposed. With only limited exceptions (noted within the RFP), the city will not purchase materials for the contractor's use. Reimbursement will only be provided for expenses directly and fully related to carrying out the environmental education activities outlined in the RFP. The contractor will not be reimbursed for any expenses or activities not directly and fully related to the scope of work outlined in this RFP unless approved in advance by the city's contract manager.

Costs for supplies, teacher workshops (including teacher stipends) and school reimbursements are provided based on past expenses. An "other expenses" category is also included that may be used for unanticipated expenses that are approved by the city's contract manager. Estimated number of miles traveled are also provided to help bidders calculate costs. Starting point for travel must be within Fayette County, preferably the Government Center, 200 East Main St, Lexington 40507.

Responses will be evaluated, in part, based on the personnel costs (salary plus benefits) and associated management fees or overhead costs. The management fee or overhead cost can be zero. If there is one, it can be stated as a percentage of personnel costs (salary plus benefits) or as a percentage of the full contract. Either way the management fee will be paid based on the selected costs (personnel or full contract) as invoiced.

Employees should receive the mileage rate reflected in the budget. Any associated management fee should be included in the proposed percentage referenced in the previous paragraph.

The proposal budget should cover a single year (July 1, 2021 through June 30, 2022). The contract may take effect sooner. If that is the case, the first contract will be prorated for the additional months.

Ultimately, the city will work with the selected contractor to finalize the Scope of Work within the constraints of the budget.

Invoicing

The selected contractor may invoice the city monthly or quarterly. Proposal budget and invoice templates are provided within this RFP. Respondents should use the provided budget template when presenting their proposed budget. Travel logs should be kept and may be requested by the city at any point. Receipts for supplies must be submitted with invoices.

All materials (activity supplies, displays, technology, etc.) purchased with LFUCG money is LFUCG property and will be returned to the city at the end of the contract period unless the items are distributed through a program covered by this Scope.

Reporting

Corresponding activity reports must be submitted in order for invoices to be paid. Reports will start off in the form of weekly, bulleted summaries of work completed, though will grow to include other documentation as required by the tasks of this scope (e.g., lesson schedules, evaluations, etc.). Reports will evolve and will be developed in partnership with the city's contract manager. The city's contract manager will have the final say on the format of the report(s). Report templates are included for some of the sections of the scope.

PROPOSAL GUIDELINES:

Timeline

A preproposal meeting will be held via Zoom on Thursday, March 18, 2021 at 3pm. City staff will be available to answer questions on the RFP at this time. All interested contractors are welcome to attend.

Join Zoom Meeting

<https://us02web.zoom.us/j/89958398698?pwd=c1VZK3hzcWQ1MW1meDZ6OGRlVDJidz09>

Meeting ID: 899 5839 8698

Passcode: 999856

One tap mobile

+16465588656,,89958398698#,,,,*999856# US (New York)

+13017158592,,89958398698#,,,,*999856# US (Washington DC)

Work in accordance with the Scope of Work may commence upon receipt of an executed contract. The solicitation timeline anticipates this to occur in May 2021. The initial contract will begin as soon as an executed contract is in place through June 30, 2022. There will be an option to renew on an annual basis (fiscal years July 1 through June 30) for two additional years.

Desired Qualifications

- Demonstrated understanding of environmental issues, particularly stormwater and waste management
- Demonstrated ability to develop curriculum, aligned with state and national standards
- Demonstrated ability to conduct evaluation at the educator, lesson, curriculum and programmatic level and adapt accordingly
- Demonstrated ability to lead professional development for nonformal and classroom teachers
- Ability to provide at least one qualified point person, dedicating a minimum of 95% of their time to the LFUCG contract and based in LFUCG offices
- Ability to provide an educator to lead all field trips at the Recycle Center, Town Branch Wastewater Treatment Plant, West Hickman Wastewater Treatment Plant and other sites as deemed necessary (May be the same of in addition to the primary staff person)
- Key staff must have a driver's license
- Proven track record in environmental education
- High level of professionalism
- High level of professionalism

Commented [ARP1]: Can we ask people to email Sondra for the Zoom link as a registration process?

- Demonstrated commitment to cultivating diversity and equity in environmental education and to enacting best practices in youth education and development

Proposal Requirements

1. (if applicable) Provide a **consultant profile** that includes the contractor's name and address, year established, current number of employees and employee positions, years of experience with similar projects, contact information, etc. Names and affiliations of board members, along with their elected positions on the board and number of years served, shall also be provided if applicable.
2. (if applicable) Provide an **organizational chart** highlighting employees assigned to this project by name and title.
3. For each employee that will be working on the contract, provide a **staff profile** that outlines their salary and the anticipated percentage of their time that will be dedicated to the contract. If an employee who will be working on the contract is part-time, please indicate their total, anticipated number of hours for the fiscal year (July 1, 2021 – June 30, 2022). Describe the role(s) each employee would play in meeting the Scope of Work and their related experience. Provide the address for each employee's work location. (The preference is for primary employees to work out of the Government Center.) Include resumes for key staff assigned to the project. If applying as sole proprietorship, provide this information related to your own experiences.

If a new position(s) will be created to fulfill the contract, please provide an anticipate salary range(s) and job description(s). A sample job description is provided for the core duties of this contract. Please note that the city should be included in the hiring process for new staff who will be primary employee(s) for the contract (e.g., spending 90% or more of their time on this contract).

4. Provide a **portfolio** of projects (summaries, photos, videos, etc.) on similar projects from the last three (3) years.
5. Provide a minimum of three (3) **references** who have worked with you on projects similar to those included in this Scope of Work.
6. Discuss, with justification, any **proposed modifications to the scope** that could enhance the environmental education outcomes.
7. Provide a **financial proposal** for the services as described in the Scope of Work using the budget template provided. This financial proposal should be consistent with the proposed approach and modifications presented. If a contractor would like to present multiple options on how to approach the Scope, multiple financial proposals may be submitted. Make it clear which approach pairs with which financial proposal.

The budget for the Scope includes budget lines that are set. The bid cost will be evaluated based on the proposed personnel hourly rates (salary plus benefits) and the proposed management fee. A bid that has a total cost that is higher than another may be considered

a better value if the hourly rates are lower, and therefore more hours are available for the given price.

Additionally, sole proprietors who are unable to front the costs for the programs listed in the budget worksheet should indicate that as part of their financial proposal. There is the possibility that those costs could be paid directly by the city.

8. (if applicable) Provide **information on benefits** available to employees (existing and potential new) working on this contract – paid holidays, vacation time, sick time, health plans, overtime, etc. Costs of these benefits should be indicated in the financial proposal. This number should reflect value that is going directly to employees involved in the contract. General overhead should not be included. Applicants are strongly encouraged to provide details within the proposal about how the benefit cost is calculated.
9. Provide any additional relevant information the submitter would like to include, not explicitly requested in this RFP.

Rubric

- Completeness and professionalism of the written proposal (15 points)
- Consistency of proposal with the requested Scope of Work (15 points)
- Reasonable budget for work requested in scope/proposed by contractor (15 points)
- Value of service. (e.g., amount of benefit to the city’s EE program in relation to the cost of the overall proposal) (15 points)
- Specialized experience and competence of the contractor with the type of service required. (20 points)
- Demonstrated flexibility in accomplishing contract objectives (10 points)
- The past record and performance on contracts with the Urban County Government or other governmental agencies and private industry with respect to such factors as control of cost, quality of work and ability to meet schedules. (10 points)

CONTRACT TERMS:

1. The Scope of Work is intended to be a comprehensive description of work allowed under the resulting contract. However, EQPW or the contractor may suggest additions or deletions to the scope to enhance project outcomes and fulfill project goals. EQPW must agree to any contractor-suggested changes through written permission (email or letter) from the city's contract manager.
2. This contract may be canceled by either party by delivering written notice of intent to cancel to the other party not less than 30 days before the proposed date of termination. Written notice to LFUCG should be sent to the Division of Central Purchasing.
3. EQPW reserves the right to reject any or all of the bids for failure to provide complete information related to all proposal requirements.
4. EQPW reserves the right to award or reject any portions of the bid.
5. EQPW intends to an initial contract covering one (1) year plus whatever time remains in the 2021 fiscal year (ending June 30, 2021) once the contract is executed. There will be an option for two (2), 1-year renewals based on funding availability and mutual agreement by both parties. It is anticipated that the term of this first agreement will be effective through June 30, 2022, assuming a contract start date in April 2021, pending Urban County Council approval.
6. The selected contractor must have a business license and insurance coverage. These items may be obtained after a contractor is selected but must be in place before the contract is presented to council for approval.

SCOPE OF WORK:

OVERVIEW

The selected contract entity (sole proprietorship or organization) will be the primary point for EQPW's environmental education efforts. Organizations bidding must identify at least one individual as a primary employee for the contract. A primary employee is defined as anyone spending over 90% of their time on this contract. Sole proprietors are expected to work at least 1,664 hours on the contract over the course of a fiscal year (July 1 – June 30). It is the city's strong preference that the primary point employee(s) work out of city offices. Computer(s), city email address(es) and basic office supplies will be provided. Travel for contract employees shall be calculated based on the Government Center as a starting point unless another Lexington location is agreed upon.

Though the focus of this contract is not classroom-based teaching, classroom instruction can be part of the contract if multiple primary employees are identified. This work may or may not be accepted as a part of the contract based on the proposed cost.

The primary employee(s) will function as a member of the department's outreach staff, attending staff meetings regularly and working directly with the section manager who will serve as the city's contract manager.

The primary employee(s) will work with the city contract manager to ensure fulfillment of the scope on schedule and within budget. The manager of the department's Public Information and Engagement section will serve as the city's single point of contact for all aspects of the contract.

Though this Scope of Work is broken into several distinct sections, the expectation is for these components to work closely together with each other and other department outreach efforts to make the most efficient use of city resources while achieving the largest impact possible in terms of department goals.

The overall vision for our Environmental Education efforts is driven by a report conducted by the Kentucky Association for Environmental Education and the Kentucky Environmental Education Council, looking at research-based best practices and model programs and informed by focus groups and a teacher survey conducted in Fayette County in 2020. A draft of this report is included in this RFP.

Meetings

The primary employee(s) assigned to this contract will meet with the department's outreach team and section manager regularly, typically 1 to 3 times per week. The primary employee(s) will also provide a year-end summary presentation to key city staff sometime after the end of the Fayette County Public School year but before July 1.

Hours

It is expected that it will take at least a full-time position to fulfill this Scope of Work. Generally, contract employees will work regular business hours, though evening and weekend work will occasionally be required.

Attribution

When engaged in environmental education on behalf of the city, the primary employee(s) shall identify as a representative of the city/the Department of Environmental Quality and Public Works, not as a representative of the contract organization. City-branded gear will be provided. In communication with government and community partners, the primary employee(s) should use email addresses provided by the city. Outreach materials produced for this contract will include the Live Green Lexington logo or other city logo as directed.

Budget and Invoicing

The contractor should account for all time and expenses **directly** related to the fulfillment of this Scope of Work. Time and activities associated with the contract organization (like staff meetings for the contract organization) do not qualify for reimbursement.

Primary employee(s) spending 100% of their time on this contract may simply charge all their time to the contract, though timecards and activity reports will still be required.

In addition to tracking total hours on the contract, employees assigned to the contract may also be asked to break out their time by topic (stormwater, sanitary sewers, waste management, transportation). This will help for future budget planning and may be required for some of the funding streams used to pay this contract (e.g., grant money).

Templates of many of the reports are included in this report.

Allowable expenses are outlined in the budget template. There is a small allowance for unanticipated expenses. These funds *cannot* be spent without *prior* approval from the city contract manager. Supplies and other expenses directly and fully related to this Scope of Work will be reimbursed at cost, though a receipt is required.

TEACHER WORKSHOPS

The selected contractor shall develop, promote and facilitate professional development workshops for K through 12th grade educators who work in public and private schools in Lexington-Fayette County. Trainings must align with state education standards. Use of content and materials from existing environmental education curricula and programs (e.g., Project Learning Tree, Project WET, etc.) is strongly encouraged.

The core teacher training program will build on the Teachers' Environmental Academy, which is a week-long program offered in the summer. The goal is to complete two workshops per summer, one for elementary educators and the other for middle and high school educators. Each of the contract topics will be the focus of one academy day (stormwater, sanitary sewers/wastewater treatment, waste management and transportation) with the fifth day focusing on integrating that information into classrooms.

The contractor will develop and implement a plan for continually engaging with teachers who complete the academy. This plan may include additional PD opportunities, support of classroom projects related to the academy, a mentorship and/or recognition program and any other activities that are useful to the educators while furthering goals of the department.

Promotion

The contractor will work with EQPW to promote teacher trainings. Promotional materials must be approved by the city's contract manager. Promotion conducted through social media must originate on a city-managed social media site (@LiveGreenLex).

Participant Guidelines and Targets

Training sessions must be free for all educators from public or private schools in Lexington-Fayette County. Teacher stipends, along with food, charter buses, workshop supplies and materials, are included in the provided Teacher Training Budget. Workshops must have a minimum of 10 registered Lexington-Fayette County teachers or the workshop shall be canceled. Workshops should be capped at 20. Recruitment should be focused on teachers from Title I schools.

As stated above, the goal is to conduct two Teachers' Environmental Academy workshops per summer, one for elementary educators and the other for middle and high school educators. Other trainings may be conducted if a need is identified and resources are available.

Budget and Invoicing

The contractor should account for all expenses directly related to carrying out the workshops. These expenses include, but are not necessarily limited to:

1. Substitute teachers/stipends for teachers

- a. If a training requires a teacher to miss school, a substitute teacher should be provided
 - b. If a training occurs outside of school hours, teachers who attend the entire training should earn an appropriate stipend
2. Snacks or meals – whatever is appropriate for the training timeframe
3. Training supplies
4. Take-home support materials (i.e. books, guides, activity supplies)
5. Contractor staff time
 - a. Workshop development
 - b. Promotion and registration
 - c. Facilitation
6. Contractor staff transportation
7. Workshop transportation costs, including bus rentals

All costs except contractor staff time and travel are covered by the \$50,000 workshop budget line.

Reporting

The contractor will provide the following information for each training:

1. Participant information:
 - a. Number of students taught by each participant in the given school year
 - b. Number of years teaching
 - c. Current school
 - d. Current grade(s) and subject(s) taught
2. Agenda
3. Copy of the training sign-in sheet
4. Copies of presented and distributed materials
5. List of give-away items
6. Copies of participant evaluations
7. Photographs or video clips of the training

SCHOOL-BASED OUTREACH

The selected contractor shall develop units for K through 12 for both public and private schools throughout Lexington-Fayette County. Lessons should align with state education standards and should utilize content from existing environmental education curricula and programs (e.g., Project Learning Tree, Project WET) when appropriate.

The contractor will aim to maximize the program reach and effectiveness given the resources available. Participating teachers will be strongly encouraged to complete the units rather than engage in one-off lessons. Priority will be given to teachers who schedule the full series and to teachers in Title I schools. Teachers with multiple classes of the same grade (e.g., STEM lab teachers) may be asked to lead the lesson themselves after an educator from the city (or a city-contracted educator) has demonstrated the lesson by teaching a class. Materials will be left with classroom teachers for that purpose.

The contractor will manage the lesson and field trip schedule. Ideally, the same educator will be assigned to the same classroom (or even school) for efficiency and relationship building.

The contractor will ensure that all educators, contract educators and classroom teachers, get the supplies they need for the lessons in a timely manner.

This Scope of Work does not focus on classroom teaching. However, the contractor will be expected to lead some of the field trips. If more than one primary employee is assigned to this contract as it is approved, then classroom teaching may be included in this contract.

Units

The contractor will develop one to two units per grade for K through 5 grades. Units will focus on stormwater, sanitary sewers/wastewater treatment or waste management. If two units are created for a given grade, they should focus on different topics. Additionally, there will be four units created for middle schools and four for high schools, one for each of the topics previously mentioned plus transportation.

A lesson may be modified to fit in multiple units. (e.g., A litter mapping lesson could be modified for use in lower elementary, upper elementary and middle school series. A litter mapping lesson could also fit in both the Waste Management and Water Quality series.) Lessons may touch on other environmental topics, but the focus of the lessons must be either waste management, water quality or transportation.

Each unit will include a field trip with both pre- and post-field trip lessons. Only one field trip will be available per unit. Virtual field trips are an option if circumstances require it. Middle and high school units should all include a career component.

Elementary units will consist of a minimum four lessons plus a field trip. Middle and high school units will consist of a minimum of four lessons plus a field trip and a career panel or similar

activity. The contractor may choose to use or modify units that currently exist, which can be found on LexingtonKY.gov/EnviroEdu.

Units will have accompanying supply kits of reusable and/or consumable materials that the contractor will purchase, organize and distribute. These costs are included in the lesson supply budget of this contract.

The cost of transportation and substitutes for field trips is built into this contract. All public schools who are set to complete a unit qualify for this funding. The schools will invoice the contractor who will reimburse them in a timely manner.

The contractor will train city staff and other contract educators in the units and evaluate their performance through surveys and observation.

Field Trips

The contractor will work with EQPW to identify field trip sites appropriate for the units of study. The contractor will create protocols, scripts and (if applicable) signage for these sites in cooperation with the city.

The contractor will lead some of the field trips that take place on city property, including but not necessarily limited to the Recycle Center and wastewater treatment plants. Other field trips sites that have been used in the past include:

- Haley Pike Waste Management Facility – mulching pad and closed landfill
- McConnell Springs
- Raven Run
- Cane Run, along the Legacy Trail in Cold Stream Park

When appropriate, the contractor will train city staff and other contractors to lead field trips and will evaluate their performance through surveys and observation.

Recognition Program

The contractor will track classroom participation in the units. Qualifying classrooms/teachers will be recognized. The contractor will create the recognition program structure – standards and incentives – in cooperation with the city's contract manager.

The contractor will work with EQPW staff to develop appropriate awards for teachers/classrooms that qualify for the recognition program. Currently, the city produces an original piece of art each year that is turned into a poster, with recipient information included on the bottom of the piece. Framed posters are given to qualifying teachers. The printing and

framing of the award posters is included in this contract's budget. The contractor is welcome to propose a different award format.

Timeline and Promotion

The contractor will work with EQPW staff to promote the units to classroom teachers. The contractor will be responsible for scheduling lessons and field trips as they see fit to meet the targets outlined in this RFP. Lessons are to be offered at no cost to classrooms.

The units for the upcoming school year should be submitted to the city's contract manager for approval by August 1. The units should be finalized before the first day of school for FCPS. The units may be amended as needed with notification to and approval from the city's contract manager. If this contract is renewed for additional years, the units will be reviewed and updated each July/early August.

Protocols and scripts for unit-related field trips should be submitted to the city's contract manager for approval by mid-August. They should be finalized no later than September 15. The field trip sites, along with the associated protocols and scripts, will be reviewed and updated each year.

The recognition program is based on academic year and awards should be distributed before the end of the school year.

Targets

For schools, priority will be given to classrooms who are willing to complete the unit, not one-off lessons. The goals to have at least 100 classrooms complete a unit, including the corresponding field trip.

Budget and Invoicing

The contractor should account for all expenses related to school-based outreach. These expenses include, but are not necessarily limited to:

1. Contractor staff time
 - a. Development of units
 - b. Promotion of program
 - c. Scheduling classrooms/educators
 - d. Leading field trips
 - e. (if applicable) leading classroom-based lessons
2. Contractor staff transportation
3. Lesson supplies
4. Recognition program expenses
5. Reimbursement to schools for buses and substitutes related to unit field trips

All costs except contractor staff time and travel are covered by the \$65,000 supplies and \$35,000 school reimbursement budget lines.

Reporting

The contractor will track the following and provide it to the city with each invoice:

1. Documentation of lessons taught for the school year, highlighting the appropriate invoice period, along with group details
 - a. School (or camp)
 - b. Teacher (or contact)
 - c. Grade(s)
 - d. # of students in class (full attendance)
 - e. Which lessons have been taught and by whom
 - f. Which lessons are scheduled and when, is staffing plan confirmed
 - g. Record of which lessons were teacher-led (i.e., materials were left with the teacher and they used with a group(s) of students)
2. Photographs and short videos are appreciated when possible/appropriate but not required. These are intended for sharing on social media, so do not provide any visual documentation unless students have a current photo release.

SCHOOL SUPPORT SERVICES

The selected contractor shall provide a limited scope of support services related to waste management at schools. Specifically, the contractor shall:

1. Build relationships with and provide recycling related information and support to cafeteria, janitorial and administrative staff at schools participating in the city's recycling program
2. Facilitate communication between schools and the city related to the collection of recycling
3. Assist interested schools in improving their recycling efforts, particularly in relation to the reduction of contamination. This assistance may take the form of:
 - a. Informal waste audits*
 - b. Provision of recycling prompts and outreach materials (copies will be produced and provided by the city)
 - c. Development of a recycling plan to facilitate proper recycling
 - d. Development of protocols for recycling at special events/games aimed at encouraging participation while decreasing contamination

*Depending on the circumstance, informal audits may count as a lesson or support services. The audits are referred to as informal since the contractor is not conducting in-depth analyses, as would be done for full waste characterization studies.

This task category is anticipated to represent a relatively small portion of the contractor's time.

Guidelines and Timeline

The contractor should immediately work on establishing relationships with cafeteria, janitorial and administrative staff, and work on building/maintaining those relationships throughout the year. Recycling assistance can take place anytime. It may be initiated by any of the following:

- a request from the school
- a request from the city's contract manager (most likely resulting from a recycling issued identified by Waste Management)
- an informal waste audit conducted as a lesson with a contamination rate in excess of 20% (by weight).

The city's preference is for reduced contamination over increased volume of recycling. This preference should be taken into account when working with schools on recycling plans and event-based recycling protocols.

Targets

Ultimately, the goal is to have no contamination in school recycling streams, and that should be the contractor's aim. Currently, schools are considered to have a critical issue if 20% or more (by weight) of the material they send for recycling is contamination. The contractor should help all schools with which they are actively engaged stay significantly below that number.

Budgets and Invoicing

The contractor should account for all expenses related to the school support except for the prompts and outreach materials mentioned above. Expenses include, but are not necessarily limited to:

1. Contractor staff time
2. Contractor staff transportation

Reporting

When submitting charges related to the support services, the contractor will provide information on who they met with and the outcomes.

YOUTH OUTREACH

The contractor will work closely with city staff to develop a youth outreach program that extends beyond classrooms. Youth from lower income households with fewer environmental education and career development opportunities should be the primary beneficiary of these efforts.

This outreach will be conducted in partnership with organizations throughout the community already working with these youth and their families. The Community Outreach Specialist (a city position) will be a key partner in building these relationships and carrying out this work.

To maximize the impact of these efforts, priority will be given to community partners who work with underserved students and their families year-round. As with classroom-based lessons, the idea is to provide ongoing, not one-off, engagement.

After-School Programs

After school can be an awesome opportunity to work with youth. Time is typically less constrained, and the pressure to align with educational standards is often reduced. Lessons included in units can be modified for use in after-school programs. An active after school program may be able to complete a full unit, including a field trip, like a classroom. If classroom units are adapted for youth in the after-school program, the contractor should ensure that students aren't getting the same lesson multiple times in the same year. Ideally, there will be a city-affiliated educator who works with the involved after-school programs on a regular basis throughout the year.

The contractor will also develop a different set of lessons and activities for K-5 after school use, with supporting supplies. These lessons can be led by the contractor or city staff or other contractors who have been trained in the materials.

Requests from youth organizations (such as Boy or Girl Scouts) will be handled in a manner similar to after school programs. A lesson from a unit or an after-school activity can be used. The session can be led by the contractor or a city staff member or contract educator who has been trained in the material.

As with the classroom lessons, these services will be free for participating programs.

The contractor will manage the schedule for these outreach efforts.

Summer Camps

The city would like to develop summer camps (one or two weeks) for small groups of middle school students who are involved with community partners that we work with throughout the year (e.g., community centers). These camps would be carried out in conjunction with the Division of Parks and Recreation and would include activities that foster a connection to nature both in the neighborhoods where the students reside and in the broader Fayette County

community. Career connections, service learning, educational activities and fun would all be part of the schedule. The camp will culminate in an event to which the students' families (however they define them) are invited to share a meal and where the students will share a favorite part of their week with their families through an activity, presentation, etc. Activities for camp participants and their families will continue throughout the year, at least on a (average) monthly basis. These camps will be free for participating students.

The contractor will be responsible for serving as the primary staff member for the camp. Other contract educators can be used to supplement instruction, along with city staff and interns paid through the city or the contractor. The goal is to eventually have students who participated in the camp served as paid camp counselors for the program.

Timeline and promotion

For after school programs, the contractor will work with the Community Outreach Specialist to develop relationships with appropriate community partners for this contract. The first six months of the contract will focus on identifying partners and developing relationships, getting to know their needs and limitations and the needs of the youth and families they service. A more structured program will be established by the end of 2021 and implemented in the second half of the fiscal year. After the initial contract year, this structure of this program will be reevaluated each summer for the following school year.

A pilot version of the camp will be carried out in the summer of 2022 working with a community partner identified in conjunction with the department's Community Outreach Specialist. Once we debrief from that experience, the contractor will develop a plan for the summer of 2023 that will be finalized (assuming this contract is renewed) in by the end of 2022.

Targets

For the first, full contract year, the goal is to have at least six community partners with whom we engage in regular after school and summer programming. That number will be reevaluated after the first year.

For summer camps, the goal is to conduct at least one in the summer of 2022. After the pilot year, the program will be assessed for potential expansion.

Budget and invoicing

The contractor should account for all expenses related to youth outreach. These expenses include, but are not necessarily limited to:

1. Contractor time
 - a. Development lessons
 - b. Relationship building
 - c. Scheduling partner programs/educators
 - d. Training city staff, partner organizations and/or contract educators in the lessons

- e. Leading lessons and facilitating camp
- 2. Contractor staff transportation
- 3. Lesson supplies
- 4. Camp expenses

All costs except contractor staff time and travel is covered by the \$65,000 supplies and \$30,000 camp budget lines.

Reporting

The contractor will track the following and provide it to the city:

- 1. Documentation of lessons taught for the year, highlighting the appropriate invoice period, along with group details
 - a. School or community partner
 - b. Program contact
 - c. Grade(s) of students
 - d. # of students in group (range may be appropriate for these situations)
 - e. Which lessons have been taught and by whom
 - f. Which lessons are scheduled and when, is staffing plan confirmed
- 2. Photographs and short videos are appreciated when possible/appropriate but not required. These are intended for sharing on social media, so do not provide any visual documentation unless students have a current photo release.

OUTREACH TRAILER

The department obtained outreach trailers (one large one and a smaller one) in the middle of the pandemic. The vision for the trailers is for them to be used at events as well as with classroom-based and other youth outreach. The contractor will work with city staff to develop materials, activities and lessons that can be conducted from the trailer and (ideally) modified for event settings and older audiences.

The contractor will work with the Community Outreach Specialist in developing relationships that facilitate the regular use of the trailer. There are potential partners, such as the Park and Play program through the Division of Parks and Recreation, who could make regular use of the trailer while assisting EQPW in meeting department goals.

The contractor will be responsible for training these partners as well as city staff and other contract educators in the lessons and activities related to the trailer.

The contractor will be primarily responsible for scheduling the trailers for use, though it will be done through a shared calendar accessible to the Community Outreach Specialist, Event Coordinator, city contract manager, contract educators and others as deemed necessary. Some of these users may only have viewing permissions, not full scheduling abilities.

Timeline and promotion

It is anticipated that developing materials for the trailer will be an ongoing effort, though a first set of materials and activities should be established by the end of 2021 for use in conjunction with classroom-based outreach and other youth outreach during the spring semester and summer of 2022.

The trailer will be incorporated into the classroom-based and youth outreach programs that the contractor will promote in coordination with city staff.

Targets

The trailer materials, activities and lessons should reflect a balance of all the key topics covered by this contract. There should be a well-rounded set of activities ready by the end of 2021 with a more robust set of materials, activities and lessons in place by the end of the first full contract year.

Targets related to audience and use of the trailer will be developed for the second year of the contract, if the contract is renewed.

Budget and invoicing

The contractor should account for all expenses related to the outreach trailers. These expenses include, but are not necessarily limited to:

1. Contractor time

- a. Development materials, activities and lessons
 - b. Relationship building
 - c. Managing the trailer schedule
 - d. Leading lessons, activities
 - e. Training others for use of materials, lessons and activities
2. Contractor staff transportation
 3. Lesson and activity supplies

All costs except contractor staff time and travel is covered by the \$65,000 supplies budget line. Additionally, funding may be available outside of the contract for materials that are related to uses outside of this scope of work (i.e., not related to classroom-based or other youth outreach).

Reporting

Use of the trailer should be tracked with information on which topics/lessons were the focus of the trailer's use as well as general information about the audience reached such as estimated number of people reached, audience type (specific grade(s) or all ages), etc. Some of this information may be covered in the classroom-based and/or youth outreach reports. The documentation doesn't need to be duplicated so long as it is clear in those other reports when the trailer is in use.

WORKFORCE DEVELOPMENT

The contractor will integrate career connections in lessons, especially for middle and high school students, for both classroom-based and other youth outreach (described above). As such, the contractor will be the primary coordinator of the career panels for the related units, in close collaboration with the city contract manager. (All requests for staff to participate in a career panel will have to be approved by the appropriate Division Director, likely with that request going through the city contract manager.) Additionally, the contractor will work with Fayette County Public Schools on career days and similar opportunities, highlighting the broad spectrum of jobs related to the work of EQPW.

The contractor will also collaborate with city staff members to develop and implement successful job shadowing and internship programs for high school students that provide connections to the full spectrum of jobs within the city. As mentioned previously, one of the internships can relate (in part of fully) to working as a camp counselor for the middle school summer camps.

The contractor will work with the Community Outreach Specialist and others to build partnerships that will benefit the workforce development efforts.

These career connections and opportunities will have a strong emphasis on diversity, equity and inclusion.

Timeline and promotion

Many of workforce development objectives will be integrated in other aspects of the contract and will be promoted and timed accordingly. Each middle and high school unit should have a corresponding career component. Similarly, career highlights should be integrated in the middle school summer camp.

When Fayette County Public Schools begins hosting career fairs again, the contractor will work with city staff to ensure EQPW is well-represented.

The contractors will work closely with the Community Outreach Specialist to develop partnerships appropriate for a job shadow and internship program. A pilot version of the program, at minimum, should be ready for rollout in the 2022-2023 school year. The framework of the program should be established before the end of the first year of the contract in June 2022.

Targets

Outside of the scope of the classroom-based and youth outreach and targets associated with the timeline of developing this program, no specific targets are being set at this time. Those will be established once a framework for the program has been established, and the contractor has

a chance to get to know community partners and develop a better feel about demand for these initiatives.

The Partners for Youth internship program may serve as an early opportunity to test the program beginning in either the summer of 2021 or 2022.

Budget and invoicing

The contractor should account for all expenses related to the workforce development program. These expenses include, but are not necessarily limited to:

1. Contractor time
2. Contractor staff transportation

Costs, except for contractor staff time and travel, related to the career panels and the career fair(s) is covered by the \$65,000 supplies budget line. Funding for implementing the job shadow and internship programs will be covered outside of this contract.

Reporting

Career panels should be reported with the classroom or youth outreach activities. A list of participating panelists should be maintained.

Participation at career fairs – both city staff and students – should be noted for each fair. Additionally, notes on interest and engagement should be made to help with planning for future fairs.

ASSESSMENT

The contractor will be responsible for providing multi-level assessment for all aspects of this Scope of Work. The contractor will develop short surveys for teachers/partners to complete after each lesson/activity and another teacher survey regarding the unit as a whole. Students will be given quick pre- and post- tests for field trips. Additionally, the contractor will be responsible for evaluating contract educators, providing constructive feedback based on observation for at least three lessons, one time per year.

Topic relevant, programmatic assessment will also be conducted to assess effectiveness of the K-12 outreach efforts relative to the department's goals.

Generally, assessment should be integrated as a regular component for all aspects of this scope, with an eye on constant improvement – increased effectiveness from a department perspective, increased reach, improved educational outcomes and/or reduced burden on teachers or community partners. All assessment should be informed by research-based best practices.

Timeline and promotion

Assessment plans should be in place before the 2021-2022 school year begins.

Targets

Ideally, 100% of teachers/partners will complete the lesson/activity/unit assessments. Several reminders may need to be sent to encourage completion of the surveys, and care must be taken to make the assessments easy and quick to complete. The contractor should track participation in the assessment process for follow-up and to help understand the reliability of the input.

Ultimately, completion of the post-lesson/post-unit assessments may be a requirement for receiving the free service, though that is not how the evaluation program will be rolled out. This requirement will only come into play if demand for lessons exceeds the city's ability to provide them with the resources (including contractors) available.

All contract educators must be assessed once a year.

Budget and invoicing

The contractor should account for all expenses related to assessment. These expenses include, but are not necessarily limited to:

1. Contractor time
2. Contractor staff transportation

If the assessment is carried out through an online service such as SurveyMonkey or Qualtrics, the city will cover the cost. Other costs will be reviewed as they are encouraged and may be paid for through the contract or paid directly by the city.

Reporting

All assessment raw data will be provided to the city. An end of year report summarizing the data, coupled with related recommendations, will be presented to the city in June.

Environmental Education Coordinator, Application deadline Monday, February 15

The City of Lexington is seeking a motivated, team player with a passion for equity in environmental education to lead the Department of Environmental Quality and Public Works' (EQPW) K-12 programming.

Major areas of responsibility:

- School-based Environmental Education: develop an elementary curriculum and field trip plan - one field trip per grade level (K-5) with supporting pre/post lessons; develop a curriculum plan for middle and high schools with field trips, pre/post lessons and career connections; train other city staff and contract educators in the curriculum and evaluate their performance through surveys and observation; work with other city staff and contract educators to promote the EE program; manage the teaching schedule, matching educators to classes/schools; purchase supplies for lessons and distribute to educators accordingly; track classroom/school participation for recognition program
- Outreach Trailer: develop materials and activities for use with the EQPW outreach trailer in conjunction with the Event Coordinator; work with the Community Outreach Liaison to develop partnerships to facilitate use of the trailer
- Teacher Training: lead Teachers' Environmental Academy(s) each summer; develop ongoing engagement for alumni of the program – support and additional training
- Summer Camps: develop and lead middle school summer camp programs with support of other city staff and (possibly) contract educator(s); manage follow-up activities throughout the year with students and, at times, their families; once the program is established, integrate previous students into the camp as counselors
- Field trips: develop protocols, create (with support of other city staff) signage and write “scripts” for field trip sites such as the Recycle Center, landfill, compost pad, Town Branch Wastewater Treatment Plant, West Hickman Wastewater Treatment Plant, watershed sampling sites and other appropriate sites as they are identified; train other staff and contractors to lead field trips, as appropriate; lead some of the field trips; manage field trip schedule – classes and guides; reimburse schools for buses and substitutes, as appropriate
- Workforce development: connect K-12 units to careers, especially careers related to city jobs; coordinate career panels for middle and high school students; work with Fayette County Public Schools on career days and similar opportunities; collaborate with other city staff members to develop and implement a successful job shadowing and internship programs for high school students that provide connections to the full spectrum of jobs within the city
- Assessment: assess staff and contractors involved in K-12 outreach on behalf of EQPW; track participation for recognition and reach; evaluate impact and effectiveness of lessons and programs

These tasks will be carried out in partnership with a variety of city (e.g., Division of Parks, community centers) and non-government (e.g., Fayette County Public Schools, libraries) entities. The successful candidate must be competent at coalition building and working with individuals from a variety of social, ethnic and cultural backgrounds.

Requirements:

- Bachelor's degree in biology, ecology, environmental science, environmental education, education or a related field; ideally teaching certificate or environmental educator certification
- 5 years of environmental education experience

- Experience developing standards-aligned curriculum with an emphasis on place-based, hands-on learning
 - Experience teaching K-12 students from a variety of backgrounds
- Dedication to equity in education and experience with culturally responsive pedagogy and trauma-informed teaching
- Self-directed team player who gets things done
- Strong organizational skills with the ability to manage multiple projects concurrently
- Ability to work with and effectively communicate with a wide range of people including staff (administrative and operational), teachers, community partners, students, volunteers, and elected officials
- Ability to work outdoors and complete physically demanding tasks
- Comfortable with standard software and programs such as Microsoft Word, Excel, PowerPoint, and Outlook as well as Google Drive, Dropbox
- Willingness to work some evenings, weekends and holidays to meet work objectives
- Valid driver's license

Preferred qualifications:

- Experience teaching in a variety of settings (e.g., classrooms, field sites, naturalized areas, urban environments)
- Experience teaching virtually and/or experience teaching environmental education in urban settings
- Experience managing staff, contractors and/or volunteers
- Bilingual

Fayette County EE Needs Assessment Final Report



*Submitted to the Lexington Fayette Urban County Government
by the Kentucky Association for Environmental Education (KAEE)
in partnership with the Kentucky Environmental Education Council (KEEC)*



“We can be the spark to help these kids change the direction in life that they are headed.”

*- Geo Gibson, Operation Making a Change
(Community Partner Focus Group)*

Introduction

Lexington Fayette Urban County Government provides significant funding and support for environmental education (EE) programs about waste management and water quality, including stormwater and sanitary sewers/wastewater treatment. The intent of the city-funded EE program is to: help students understand: how they impact the related systems (natural and built); the local government’s role in these systems; and how individuals can reduce the negative impacts of their actions to these systems.

The purpose of this report is to provide a review of current research on EE best practices and civic engagement, identify successful programs across the United States as potential models, and assess the city’s existing efforts. This report presents that information and provides related recommendations for program structures and funding priorities moving forward. These recommendations are designed to assist LFUCG and its partners in effectively and equitably increasing the environmental literacy of Lexington residents to support the goals of Lexington’s Department of Environmental Quality and Public Works.

KAEE is a professional, membership-based nonprofit whose primary role is to serve as the conduit that connects environmental educators throughout Kentucky. KAEE’s mission is to increase environmental knowledge and community engagement in Kentucky through the power of environmental education. The Kentucky Environmental Education Council (KEEC) is a state agency within the Education & Workforce Development Cabinet. The agency's mission is to promote learning and skills for a sustainable and economically healthy environment.

Summary

Our recommendations are based on the overarching themes found throughout our research, model program inventory, teacher survey, and focus groups. Key takeaways were the need for: more intensive, long term engagement of students and educators; the creation of a pipeline for learning from K-12 into related career fields; more focus on providing equitable access to environmental education; and an emphasis on place-based education that engages students in being active stewards of their community.

Methods

KAEE worked in partnership with the Kentucky Environmental Education Council (KEEC) and LFUCG to prepare an EE Needs Assessment for the city of Lexington, illustrating how the city can use its environmental education funding to make the biggest impact. In order to do this, the following steps were taken:

- Host five focus groups for Lexington educators and potential EE community partners to solicit their feedback on how Lexington can provide effective water quality and waste management education in a way that most benefits students without further burdening educators or partners. Focus groups included elementary teachers not currently served by Bluegrass Greensource (BGGs), the long-standing city contractor for environmental education; elementary teachers who do work with BGGs; middle and high school teachers who do not work with BGGs; middle and high school teachers who do work with BGGs; and community partners who currently serve populations with limited EE opportunities.
- Distribute an online survey which was completed by 467 K-12 Fayette County educators from both public (92.3%) and private (7.7%) schools. Participants represented over 68 schools.
- Review and synthesize EE research on model programs and best practices related to memorable and impactful experiences/lessons, with an emphasis on how it led to civic action. A list of those programs and research are summarized below and included in [appendix A](#).

Throughout the process, KAEE aimed to identify opportunities that currently exist and to determine what opportunities are on the horizon that will allow LFUCG's EE funding to have the biggest impact. The needs assessment also highlighted gaps that should be addressed for best practices to succeed. The feedback from roughly 500 Lexington educators, relevant research on educational best practices, and information about model programs from across the nation are all summarized below, leading up to our recommendations for future funding priorities.

Key Findings

Focus Groups:

We hosted a series of five focus groups, inviting up to 10 participants for each group. Focus groups included elementary teachers not currently served by Bluegrass Greensource (BGGs), the long-standing city contractor for environmental education; elementary teachers who do work with BGGs; middle and high school teachers who do not work with BGGs; middle and high school teachers who do work with BGGs; and community partners who currently serve populations with fewer EE opportunities. Notes from each focus group can be found in [appendix B](#). Key findings from those focus groups are summarized below:

- There is a strong need for resources such as funding and volunteers to take kids out of the classroom. When students are out in the community they “see that there’s so much more to the world. A light turns on. Exposure is the key.”
- Mentors can really help students that have less support at home; more presence from adults and leaders. Children need to see themselves in potential career opportunities. Ideally, volunteers need to be from the same community as the students.
- Provide opportunities for students to practice green job skills, civic action, and leadership roles. Students should have a role in designing their projects or seeing the impacts of their civic involvement.
- When creating school-based programs, make sure students have ownership of the program or project to ensure it is student-driven. You want to create buy-in and investment with the students.
- There is a need for a pipeline of engagement from early childhood through high school- what happens when one program is over? What’s next for these kids, especially in the summer? How can the EE program help deter students from high-risk behaviors?
- Look for ways to ensure a more equal (or equitable) spread of community resources. Cost is always a limiting factor, especially for transportation.
- Hands-on projects leave a lasting impression on students, especially those that get them out of the classroom.
- Encourage multiple interactions and ongoing engagement- not one and done opportunities.
- When working with educators, you need to connect to what they are already teaching- activities and programs should be standards-based and include meaningful, authentic assessment.
- The EE program needs increased capacity; a limiting factor of the current program is the ability to reach all of the schools and classrooms interested in participating.

In response to Covid-19:

- Help teachers by offering behind the scenes virtual tours of key operations related to lesson content, such as at the Recycle Center or Town Branch Wastewater Treatment Plant so they can make real-world connections in the classroom.
- Provide live virtual lessons that engage students such as a virtual guest speaker or by offering virtual field trips to local sites.

Survey Themes:

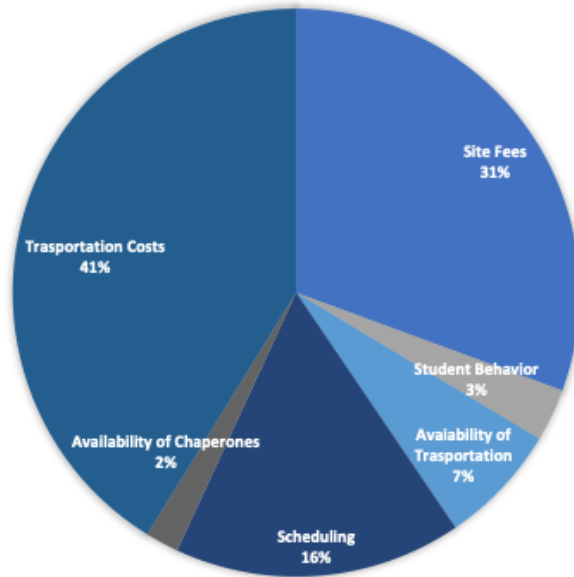
To supplement the insight provided through the focus groups, we distributed an online survey.. This survey was completed by 467 K-12 Fayette county educators from both public (92.3%) and private (7.7%) schools. Participants represented 67 schools. Complete data from the survey can be found in appendix C and key findings are highlighted below:

- 92.1% of respondents either agreed or strongly agreed with the following statement: *Having people from **outside agencies teach in the classroom** can be a powerful tool for engaging my students.*
- 96.8% of respondents either agreed or strongly agreed with the following statement: *Students benefit from being **exposed to people with a variety of professional backgrounds.***
- 96.8% of respondents either agreed or strongly agreed with the following statement: ***Field trips** can be an effective way to **reinforce classroom-based lessons.***
- 95.7% of respondents either agreed or strongly agreed with the following statement: ***Related lessons provided before a field trip** can **make a field trip experience more successful.***
- 93.7% of respondents either agreed or strongly agreed with the following statement: ***Related lessons provided after a field trip** can **make a field trip experience more successful.***

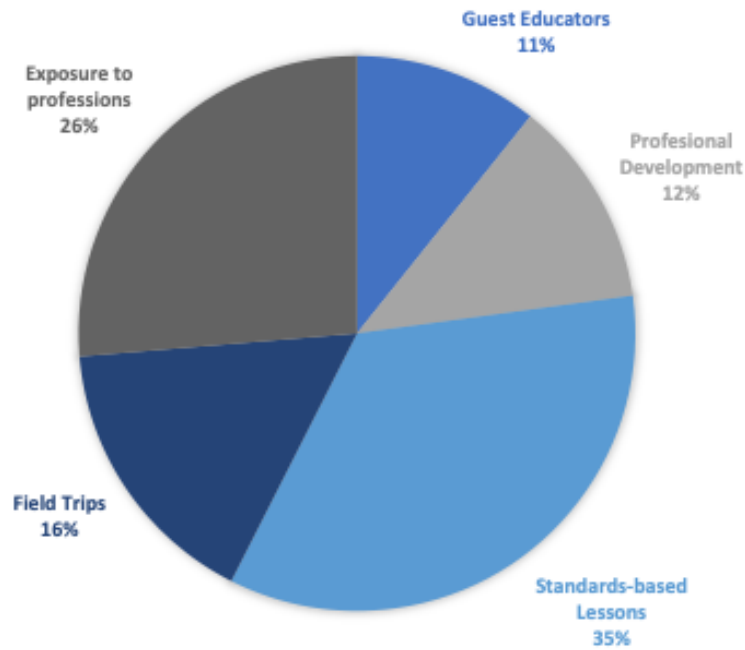
Successful Partner Program Characteristics:

Characteristic	% who selected Important or Very Important on a 6-point scale
Opportunities for Title I students	93.5
Student interaction with professionals working in fields related to program content	92.0
Materials available in multiple languages	87.5
Job shadowing/internships for middle and high school students	84.5/87.1
Trained guest educators	86.7
Student-led projects	85.2
Standards-based content	78.3
Field trips	77.8
Professional development for teachers	64.1

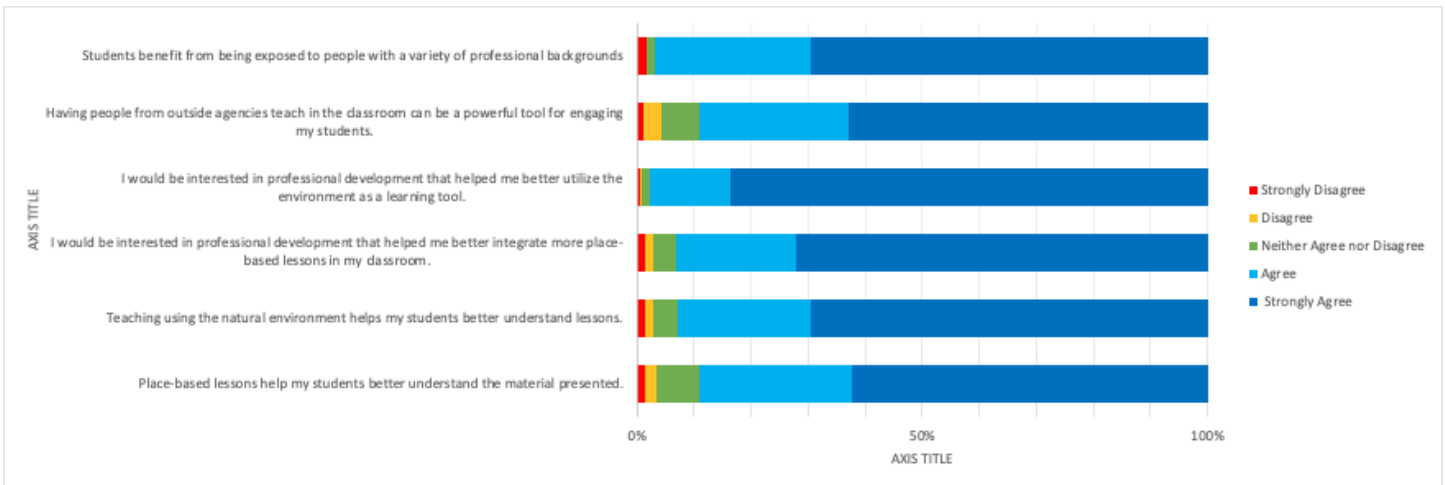
Limiting Factors for Participating in Field Trips:



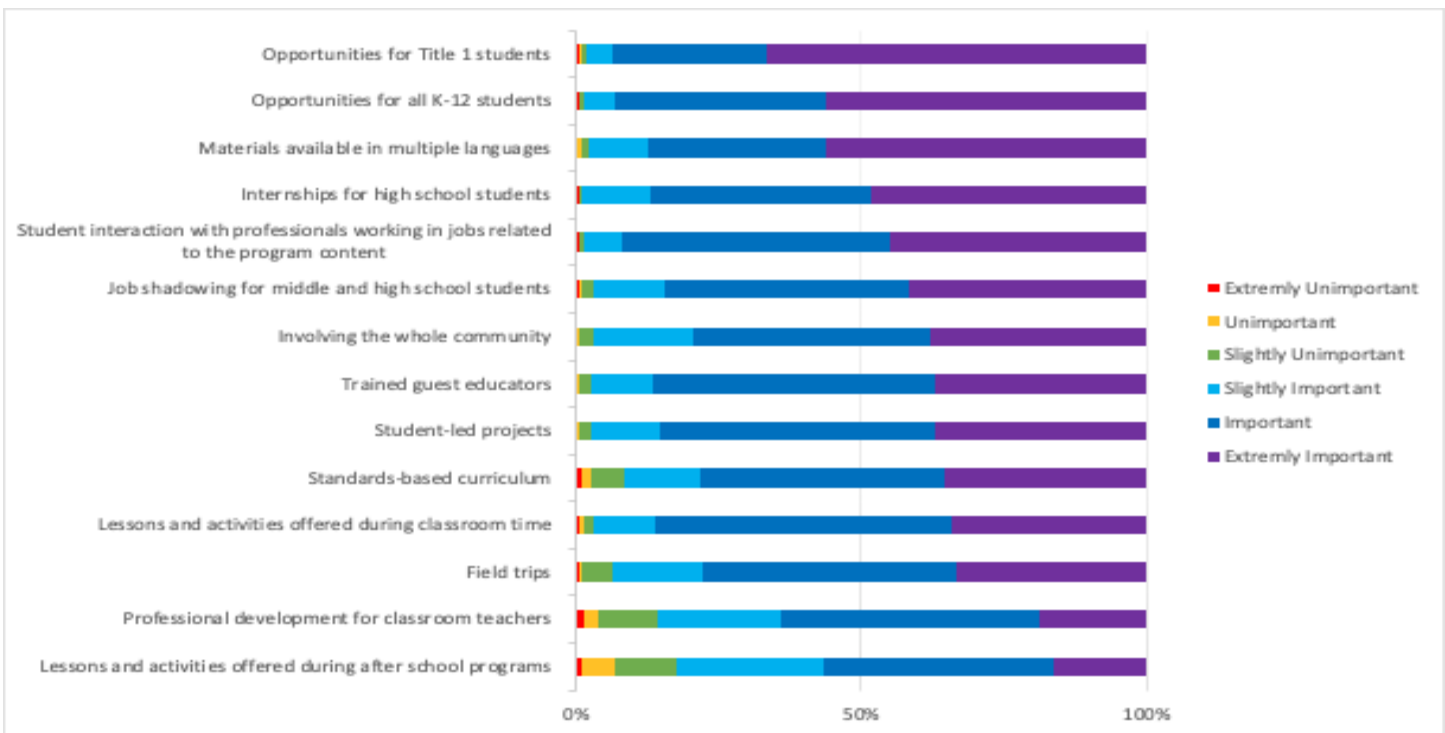
Most Important Components of a Year Long Education Program:



Educational Priority Areas:



Most Important Aspects of an Educational Program:



Best Practices and Research

Research indicates a multitude of benefits to incorporating environmental education and civic engagement into student learning. In a recent analysis of 119 studies conducted by Stanford (Ardoin, et al, 2017), researchers found that environmental education has led to a number of positive impacts, from improving academic performance to enhancing critical thinking skills, to developing personal growth and life-building skills, including confidence, autonomy, and leadership. In addition, a number of studies showed that environmental education increased civic engagement and positive environmental behaviors.

Environmental education (EE) provides the skills necessary for people of all ages to make intelligent, informed decisions about the environment and how they can take care of it. EE influences attitudes, builds human capacity, and can lead to action. Most importantly, it can lead to lifelong stewardship and a more sustainable society. This requires more than just imparting knowledge but takes ongoing, in-depth work to change attitudes and behaviors related to environmental stewardship and civic engagement. The following is a summary of best practices and research we have identified that demonstrate this need to move beyond imparting knowledge to encourage stewardship and civic engagement.

Continuous Learning Through Ongoing Engagement

Students need continuous opportunities for learning and engaging in environmental education across all grade bands, as well as throughout the school year and during summer months, to create lasting learning through ongoing engagement. These experiences should take place in their own community as much as possible. According to Ballard, et al, when stewardship education is place-based, it helps to develop young people's stake in the natural environment and their communities more broadly (2017).

This need to help students to connect with and experience their local community was a predominant theme in our focus groups, particularly with the community partners group. Many of the students they engage come from low-income families and do not have the same opportunities as other students to get out of their neighborhood and experience the broader community. The focus group participants specifically mentioned a need for funding and volunteers to take kids out of the classroom, stating "when students are out in the community, they see there is so much more to the world. A light turns on. Exposure is the key." They also indicated a need for students to have a role in designing civic action projects and seeing the results of their efforts. When students see that they hold the power to contribute to conservation and environmental stewardship as a collective, they become motivated to retain science and conservation knowledge, skills, roles, and actions, which create the foundation and capacity for future conservation efforts (Ballard, et al, 2017). In trying to foster a sense of place among students, educators should also consider that attachment to place develops through a series of interactions over a long period of time (Kudryavtsev, Stedman, and Krasny, 2012).

Intensive Engagement

Another key facet of effective environmental education is intensive, long-term engagement. Environmental education that is correlated with standards and provides repeated, long term engagement throughout the school year can be invaluable in enhancing learning for all students. Changes in attitudes and values often

mediate pro-environmental behaviors and represent an important facet of effective EE programming. Studies show that an intensive intervention, such as a one-week EE program, has helped upper elementary to middle school students to exhibit significantly higher pro-environmental behaviors (Larson, et al, 2010). This parallels the research we found on educator professional development as well. (See below.) . This is shown to be much more effective than shorter, one and done type engagements such as a single classroom lesson.

A 6-year analysis by Ruiz-Gallardo, et al also revealed that intensive, hands-on and project-based learning led to a significant decrease in dropout rates, a significant increase in classes passed, and an increase in overall behavior and attitude for students with emotional, cognitive, and behavioral disabilities. Additionally, these students, who typically fell behind in academic achievement, scored as well as their peers on the environmental knowledge assessment after the program (2013).

In addition to longer-term engagement opportunities, we recommend a focus on collective environmental action. Collective environmental action is a process whereby youth and adults create environmental and social change while building their capabilities for future civic participation (Schusler et al. 2009). In contrast to programs aimed at changing individual lifestyle behaviors, environmental action engages participants in planning for and taking collective action to address environmental problems, including their root causes. For example, students might work collectively to develop a school recycling program or reduce overall water use. This takes the emphasis off of students' individual actions and places it on their collective action as a community. Environmental action also includes civic ecology practices, or hands-on stewardship and restoration activities conducted alongside other community members (Krasny and Tidball 2015).

Field trips with teacher support (pre- and post-lessons)

For elementary age students, we recommend an emphasis on instilling a love of the environment. Children who spend significant amounts of time immersed in environmental education or participating in outdoor activities in their younger years, particularly before the age of 11, are more likely to feel connected to their environment (Chawla and Cushing; 2007; Ernst and Theimer 2011; Cheng and Monroe 2012; Liefländer et al. 2013) and are more inclined to grow up to be good stewards of the environment or to be conservation-minded as adults (Wells and Lekies, 2006). Providing opportunities for these students to see and experience natural areas, and learn to be good stewards will help to instill this appreciation in them as they get older.

As we move into upper grade levels, we recommend focusing on instilling a sense of place and community in students. People are motivated to protect places that hold personal and valued meanings, places to which they are attached, and places that form part of their identity (Stedman 2002). Positive environmental experiences can also be created through civic ecology practices (Krasney and Tidball 2015). Civic ecology practices are community-based, environmental stewardship actions taken to enhance green infrastructure, ecosystem services, and human well-being in cities and other human-dominated landscapes (Krasny, 2014). By providing opportunities for middle and high school students to engage in service-learning opportunities or to see potential green job opportunities that exist in their communities, they are more likely to pursue these opportunities in the future.

As indicated above, research demonstrates that more long term, intensive engagement is needed to change attitudes and foster more pro-environmental behavior. We recommend providing a pre and/or post series of

follow-up lessons for educators when designing field trip programs that will allow for educators to extend the learning experience with their students beyond the one-day field experience.

Engagement of Low-Income Youth and Youth of Color

For youth of color and low-income youth in the United States, opportunities to participate in environmental action may be constrained by lack of civic engagement in schools and after-school club programs, lower rates of college attendance where service-learning is often emphasized, and fewer adult role models (Flanagan and Levine 2010). We recommend targeting programs to serve schools and community centers with higher ratios of low-income youth and youth of color to provide more equitable opportunities to participate in environmental education. We also recommend instituting application processes and other methods for ensuring a diverse representation of students are able to participate in programs with limited space. Although minority participation in mainstream environmental organizations has historically been low (Taylor 2015), it is generally high in community gardening, tree planting, and other urban civic ecology practices (Saldivar and Krasny, 2004; Delia & Krasny, 2018). There is a high level of interest in environmental programs and community action for youth of color, but available opportunities are often limited to local community initiatives due to lack of access or lack of inclusivity of the larger movements. It is also important to note that having materials available in multiple languages ranked third in the teacher survey under “Successful EE Program Characteristics”.

In after-school and summer programs hosted by community and environmental organizations, youth participate in grassroots organizing around environmental and social justice issues, and thus learn through real-life experiences (Checkoway and Aldana 2013). The more student-driven these experiences are, the more the students will gain from these experiences. Educators must balance this with mentoring youth who lack the experience to take on these responsibilities. By successfully engaging in environmental action, students will gain civic and other forms of efficacy, which are precursors to future environmental action (Schusler et al. 2017).

Career Connections

A key theme that was recurrent in almost every focus group we hosted, particularly in the upper grade levels, was the need for career connections. This was also the second-highest ranked characteristic in the teacher survey for “Successful EE Program Characteristics” with 92% of respondents selecting “important” or “very important”. When youth take action to effect change, they can acquire skills related to planning, public speaking, fundraising, and organizing community support, as well as learn about civic-related concepts such as public purpose and power. Engaging in collective action enables youth to think critically about the kind of world they want to live in. It also can enhance their understanding of social, economic, and political systems as they identify opportunities for and obstacles to realizing their vision (Schusler and Krasny 2008, 273).

We recommend upper-grade level programs focus on career connections and opportunities for students to see themselves in a variety of green jobs, as well as environmental service learning opportunities that provide extensive engagement in environmental learning. A two-year study of high school students in Florida found that, “When controlling for factors like GPA, gender, ethnicity, and socioeconomic status, students who participated in environmental education programs scored significantly higher on measures of critical thinking skills and demonstrated significantly more likeliness to apply those skills in the future.” A 9th grade student

explained, "This program has changed the way I feel about school. Now I realize that I can pretty much do what anybody else can do. I have a better view of what I can be in the future." (Ardoin, et al, 2017).

Professional Development for Teachers

The primary purpose of teacher professional development is to improve student achievement. According to Darling-Hammond & Wei, effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers (2009). There is a lot to unpack here but this statement sums up most of the research we have found on the most effective teacher professional development. It's a process, not an event.

Like student learning, professional development for educators is more effective when it is intensive and ongoing, such as a weeklong or semester-long institute rather than a one day workshop. Effective professional development should have a coherent vision with clearly articulated goals, measurable outcomes for teacher learning, and support for sustained growth of teachers (National Geographic Society, Roadmap, unpublished). It should also include follow-up after the event so that educators can share how they used what they learned and continue that journey. Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment (Learning Forward, 2020).

In 2015, KAEE conducted a survey of Kentucky educators to better understand their professional development needs. A key outcome of that survey was for teacher professional development to be standards-based, correlated with what educators are already expected to teach. This survey also indicated a need for professional development to be marketed at the district level since educators were typically no longer responsible for choosing their own professional development. Quality professional development will be standards-aligned and outcome-based, scheduled months in advance, and marketed through school administrators and curriculum specialists where possible.

In addition, quality professional development will foster connections among teachers, such as a community of learners that allows teachers to continue to engage with a community of educators long term. Some schools have begun to create new models of induction (i.e. support for new teachers) and ongoing professional development for teachers and principals. These models feature: mentoring for beginners and veterans; peer observation and coaching; local study groups and networks for developing teaching within specific subject matter areas (Garet, et al 2001). There is evidence that strong professional learning communities can foster teacher learning and instructional improvement (Borko, 2004).

Assessment and Evaluation

This report recommends a number of new practices for LFUCG based on the research and model program inventory. Their successful implementation will require a robust assessment and evaluation component to allow for continuous improvement. For decades, studies of professional development have focused mainly on teacher satisfaction, attitude change, or commitment to innovation, rather than professional development's results or the processes that make it work (Desimone, 2006). A program must be well defined and clearly specified before researchers can investigate how it is enacted by multiple facilitators in multiple settings, and what resources are needed to ensure its effectiveness (Borko, 2004). LeFevre notes that it is especially challenging to develop curriculum for use by others and notes the importance of extensive pilot testing so that program designers can envisage the challenges and pitfalls that potential users might face and take these issues into account when revising both the professional development curriculum and support materials for facilitators (2004). We have to decide how to measure teacher experiences, learning, and instruction. Observations, interviews, and surveys are the most common ways to collect such data (Desimone, 2006). Recommendations for assessing and evaluating student experience and teacher perspective have been listed below, in conjunction with each sample program in this report.

We would also like to recommend the new [Practitioner Guide to Assessing Connection to Nature](#) released this year by the North American Association for Environmental Education. This is a great road map for determining which assessment tools will be the best fit for each individual program and audience.

Key Themes of Other Successful EE Programs

For this project, we reached out to our national network of partners for examples of exemplary environmental education programs in their states that reach a diverse, broad spectrum of students. These are summarized in [appendix A](#). Key themes that we found over and over in these student programs are highlighted in bold and summarized in order of prevalence below:

- Hands-on, experiential learning
- Extensive multiple days or overnight experiences; Semester-long or multi-week programs
- Field experiences
- Resources that address school curriculum and/or academic standards
- Interactions with experts in the field as mentors and educators
- Actual research and data gathering opportunities for upper level students
- Student-led service learning projects
- Paid Internship opportunities for high school students
- Low to no cost for schools; sponsored by community partners, corporate sponsors or private donors
- Provide funding, resources, and/or materials to schools to extend student learning
- Outdoor job training or career components for upper level students
- Teacher professional development that is linked with student experiences
- Teacher engagement through co-development of curriculum or co-teaching content

- Pre-program classroom visits
 - Mentors for teachers on how to transform their classroom
 - A longer lasting impact by forming a relationship with the schools
-

Recommendations

As demonstrated above, there has been extensive research in the environmental education field. Collected data have demonstrated that in order to change attitudes, values, and beliefs of students (all factors impacting behaviors), we need to engage them in hands-on, long-term, experiential learning opportunities. Based on best practices in the field of environmental education, we are making the following recommendations for LFUCG's Environmental Education program:

Elementary

For elementary schools, we recommend all students have the opportunity to engage in multi-day, intensive environmental education learning experiences at some point during their elementary years. As indicated above, children who spend significant amounts of time immersed in these opportunities in their younger years, are more likely to be conservation-minded as adults. Research indicates that lower elementary should focus on fostering a love and appreciation for the environment through hands-on discovery (Kuo, M., Barnes, M., & Jordan, C.. 2019). Upper elementary is when you can begin to introduce concepts of taking care of our environment and how we are interconnected with the environment. Upper elementary is a great opportunity to begin conversations about stewardship and civic engagement and how students can work together to care for the environment. Focus on opportunities that instill an understanding of the roles of government and how to be active members of their communities. As seen in the survey results provided above, the teacher survey indicated that the MOST limiting factors for these types of opportunities are site fees and transportation. We recommend eliminating these barriers for schools to allow equitable access to field trip opportunities.

Example Programs:

Grades K-2:

- Early childhood experiences should focus on fostering an appreciation for the environment and a sense of discovery through activities such as stream exploration, creating rain gardens, nature hikes, fishing, and vermicomposting. Cover the cost of transportation and site fees to allow early childhood students to experience the environment firsthand through place-based learning in their community. Work in partnership with natural areas within LFUCG's park system or other community partners to invite schools to participate in field trips to local natural areas. Develop or adapt complementary curriculum for these experiences by providing a series of lessons that are academic standards-based--correlated to concepts educators are already teaching. These units should include pre- and post-lessons that classroom teachers can lead in conjunction with the field experience, for a more intensive and engaging learning opportunity.
 - Model Programs: Nature School Day Camp, Muddy Sneakers Outdoor Day Camp, UC Sacramento 4-H EE Programs

- Evaluation Recommendations: Pre- and post-assessment for teachers; pre- and post-test for students prior to participation and at the end of the school year; data comparison between student participants and non-participants to determine impact on knowledge gain and pro-environmental attitudes. Site evaluation or interviews of students/teachers.

Grades 3-5:

- Upper elementary should begin to introduce concepts of taking care of our community and how we are interconnected with the environment. Choose a specific grade level for all schools to participate in a countywide environmental education camp each year. Work with a partner to develop the content and curriculum to address key concepts like community waste and water issues. These should be standards-based and have multiple formats available to ensure all schools have the opportunity to participate. The curriculum will need to be flexible enough to meet the needs of multiple schools, potentially providing 3 different variations depending on how many schools LFUCG can feasibly support--one completely on campus, indoor option; an on-campus, outdoor option; and an offsite option at local natural areas. Another option would be to have students participate in a weeklong day camp on campus with a culminating field trip to a local natural area. Engage the teachers in this opportunity by having them participate in a preliminary professional development opportunity to train them on the curriculum and then provide them with the resources and support they need to host the camp either at a local natural area or at their own school, with support from non-formal educators in the community.
 - Model Programs: Community Waters Field Study, UK Environmental Education Day Camps, Muddy Sneakers Outdoor Day Camp, Rural Action's Environmental Education program
 - Evaluation Recommendations: Pre- and post-assessment for teachers; pre- and post-test for students prior to participation and at the end of the school year; data comparison between student participants and non-participants to determine impact on knowledge gain and pro-environmental attitudes. Site evaluation or interviews of students/teachers.
- Provide resources and funding for students to participate in ongoing stewardship activities on their school grounds. This could be through mini grants for student groups who are implementing projects at their school. Stewardship activities should be student-driven to the extent possible for that grade level and should foster a sense of civic responsibility. This could be done through green teams or classroom-wide actions such as initiating a school recycling program or water savings initiative. When providing support to schools, emphasize the need for an equitable process that ensures students from diverse backgrounds have the opportunity to participate.
 - Model Programs: Existing programs like Earth Force, Kentucky Green & Healthy Schools (KGHS), the Kentucky NEED Project, or Project Learning Tree Green Schools could be used as a tool for this.
 - Evaluation Recommendations: Pre- and post-assessment for teachers; pre- and post-test for students prior to participation and at the end of the school year; data comparison between student participants and non-participants to determine impact on knowledge gain and pro-environmental attitudes; student and/or teacher interviews.

Middle

Research indicates that middle school is an appropriate time to shift from civic and environmental awareness to a more action-oriented focus. That includes a focus on public service and green jobs. Participants in the focus group of community partners (non-teachers) specifically mentioned a need for students to have direct exposure to the variety of job opportunities that are available. Recommendations for potential programs include:

- Organize a speaker series where various green job sites send representatives to speak at participating Fayette county schools. This might include providing a speaker stipend. Ideally, this would be a sustained effort with different speakers coming out each week as opposed to a short-term experience. Research indicates long-term engagement will have a bigger impact on student attitudes and behaviors. By having speakers coming out throughout the year, students will continuously be re-engaged in thinking about potential green careers they could pursue in the future.
 - Evaluation Recommendations: Student interviews; pre- and post-survey of students to measure change in career interests and/or pro-environmental behaviors.
- Cover the cost of transportation and site fees for schools to bring students to visit green job sites for behind the scenes tours. This could include tours of landfills, recycling centers, water treatment facilities, and so on. Develop or adapt complementary curriculum for these experiences by providing a series of lessons that are academic standards-based--correlated to concepts educators are already teaching. These units should include pre- and post-lessons that classroom teachers can lead in conjunction with the field experience, for a more intensive and engaging learning opportunity.
 - Model Programs: Rural Action's Earth Tomorrow Program, Louisville ECHO Program
 - Evaluation Recommendations: Student interviews; pre- and post-survey of students to measure change in career interests and/or pro-environmental behaviors; Site evaluations.
- Continue to provide resources and funding for students to participate in stewardship activities on their school grounds. Stewardship activities at this level should be student-led and encourage critical thinking and problem-solving. This could be through green teams or classroom-wide actions such as initiating a school recycling program or water savings initiative. When providing support to schools, emphasize the need for an equitable process that ensures students from diverse backgrounds have the opportunity to participate.
 - Model Programs: Existing programs like Earth Force, Kentucky Green & Healthy Schools (KGHS), the Kentucky NEED Project, or Project Learning Tree Green Schools could be used as a tool for this.
 - Evaluation Recommendations: Pre- and post-assessment for teachers; pre- and post-test for students prior to participation and at the end of the year; data comparison between student participants and non-participants to determine impact on knowledge gain and pro-environmental attitudes; student and/or teacher interviews.
- Choose a specific grade level for all schools to participate in a countywide environmental education service-learning project at a local natural area each year. Provide funding for transportation and site fees to the extent possible. We recommend making this an overnight experience to create a more intensive outdoor learning experience. As noted above, research indicates that longer term engagement in the outdoors results in more pro-environmental behavior. This experience could include a stewardship project or a research project where students are able to engage in hands-on investigations. Work with a partner to develop the content and curriculum to be standards-based and have schools sign up for different weeks throughout the year to ensure all schools have the opportunity to participate. For example, students could do a water quality assessment each week and

compare data collected by other schools across the semester. Another example would be having students build nest boxes and install them in the natural areas, then collect data on their use.

- Model Programs: The Appalachian Highlands Science Learning Center, Keystone Science School, Outdoor School Day Camp, Project EXPLORE, River Explorer Program, Earth Tomorrow Program
- Evaluation: Pre- and post-assessment for teachers; pre- and post-test for students prior to participation and at the end of the year; data comparison between student participants and non-participants to determine impact on knowledge gain and pro-environmental attitudes; site evaluations or student and/or teacher interviews.

High School

Based on the research and feedback collected from the focus groups and teacher survey, by high school we recommend the primary focus being on green jobs and career development, in addition to mentor and mentee opportunities for students. Service-learning opportunities are also important for fostering engaged, civically minded adults. Recommendations for potential programs include:

- Continue to organize a speaker series where various green job sites send representatives to speak at participating Fayette county schools. This might include providing a speaker stipend. Ideally, this would be a sustained effort with different speakers coming out each week as opposed to a short-term experience. Research indicates long-term engagement will have a bigger impact on student attitudes and behaviors. By having speakers coming out throughout the year, students will continuously be re-engaged in thinking about potential green careers they could pursue in the future.
 - Model Programs: Rural Action's Earth Tomorrow Program, Louisville ECHO Program
 - Evaluation Recommendations: Student interviews; pre- and post-survey of students to measure change in career interests and/or pro-environmental behaviors.
- Provide semester-long service-learning programs working at local natural areas for high school students. This could be modeled as a mentorship program where high school students volunteer to assist with the environmental education camps for elementary and middle school students, helping educators to teach the lessons and lead activities that they might have participated in when they were younger, bringing it full circle. We recommend an application process that allows you to target a diversity of students to make this program more equitable.
 - Model Programs: Central Park Conservancy ROOTS Program, University of California Sacramento 4-H Environmental Education Programs,
 - Evaluation: Pre- and post-assessment for non-formal educators; pre- and post-test for students prior to participation and at the end of the year; data comparison between student participants and non-participants to determine impact on knowledge gain and pro-environmental attitudes; student and/or teacher interviews; site evaluations.
- Offer paid internships at designated green job sites for high school students, particularly those students who are least likely to have these opportunities elsewhere. This could be done by partnering with local community centers and green job sites. Local community centers could identify candidates and work in partnership with the green job sites to have them placed. Providing a paid internship and an application process will be essential for this program to be equitable.
 - Model Programs: Rural Action's Environmental Education program, Earth Tomorrow Program, Louisville ECHO Program

- Evaluation: Student interviews; Interviews and/or survey of community center and natural areas; pre- and post-survey of students to measure change in career interests and/or pro-environmental behaviors.

Community Centers and Summer Programs

To prioritize providing equitable opportunities to Fayette county students, we recommend focusing efforts on partnerships with local community centers that target low-income youth or youth of color. These centers will be better equipped to focus efforts on the students most in need of additional support or most likely not to have had the opportunities to participate in environmental education opportunities. The community partner focus group identified a need to provide opportunities for these students to:

- positively affect their local neighborhoods
- be exposed to the broader community - beyond their neighborhoods
- learn about careers, including city government jobs and green jobs.

The focus group also highlighted the importance of year-round programs, specifically the importance of summer programs to keep youth engaged in positive interactions when school is not in session. Our recommendations are:

- Organize a summer speaker series where various green job sites send representatives to speak to students over the summer. Ideally, this would be a sustained effort with different speakers coming out each week as opposed to a short-term experience. Research indicates long-term engagement will have a bigger impact on student attitudes and behaviors. By having speakers coming out weekly, students will continuously be re-engaged in thinking about potential green careers they could pursue in the future.
 - Model Programs: Rural Action’s Earth Tomorrow Program, Louisville ECHO Program
 - Evaluation Recommendations: Student interviews; pre- and post-survey of students to measure change in career interests and/or pro-environmental behaviors.
- Cover the cost of transportation and site fees to bring students to visit green job sites for behind the scenes tours. This could include tours of sawmills, landfills, recycling centers, water treatment facilities, and so on.
 - Evaluation Recommendations: Student interviews; pre- and post-survey of students to measure change in career interests and/or pro-environmental behaviors.
- Provide a summer-long service-learning program working at local natural areas for high school students. Examples could include having a group doing trail maintenance, creek cleanups, or invasive species removal. We recommend providing a stipend to participating students and having an application process that allows you to target a diversity of students to make this program more equitable.
 - Model Programs: Central Park Conservancy ROOTS Program, Neighborhood Environmental Education Program, CLIMBE at Montreat College, Eco Hero STEAM AFTer-School Program, University of California Sacramento 4-H Environmental Education Programs
 - Evaluation: Student interviews; Interviews and/or survey of community center and natural areas; pre- and post-survey of students to measure change in career interests and/or pro-environmental behaviors.
- Recruit students through the community centers to volunteer to assist with the environmental education camps for elementary and middle school students, helping educators to teach the lessons

and lead activities that they might have participated in when they were younger, bringing it full circle. We recommend an application process that allows you to target a diversity of students to make this program more equitable.

- Model Programs: Central Park Conservancy ROOTS Program, Neighborhood Environmental Education Program, University of California Sacramento 4-H Environmental Education Programs
- Evaluation: High school student, teacher and non-formal educator interviews and/or survey; pre- and post-survey of high school students to measure change in career interests and/or pro-environmental behaviors.
- Continue to provide resources and funding for students to participate in stewardship activities on their school grounds. Stewardship activities at this level should be student-led and encourage critical thinking and problem-solving. This could be through actions such as initiating a community recycling program and community gardening and composting.
 - Model Programs: Existing programs like Earth Force, Kentucky Green & Healthy Schools (KGHS), the Kentucky NEED Project, or Project Learning Tree Green Schools could be used as a tool for this.
 - Evaluation Recommendations: Pre- and post-assessment for leaders; pre- and post-test for students prior to participation and at the end of the year; data comparison between student participants and non-participants to determine impact on knowledge gain and pro-environmental attitudes; student and/or teacher interviews.

Teacher Professional Development

We recommend coupling all of the above recommendations with teacher professional development to have the most significant, long term impact. Outside educators play an important role, particularly by allowing students to hear from multiple adults and to visualize themselves in various careers. However, this is best done when we are also equipping the teachers with the tools to offer additional lessons before and after these opportunities for a more intensive learning experience. Research on teacher professional development parallels recommendations for student learning: more intensive learning opportunities demonstrate a greater likelihood of changing behaviors. Therefore, we recommend more intensive educational opportunities such as teacher academies or semester-long virtual learning cohorts over shorter, one day workshops. Our teacher professional development recommendations are:

- Encourage participation in long-term virtual, hybrid, or in person learning opportunities with a cohort of educators that are standards-based and provide curriculum and resources on what they are already required to teach. Prioritize providing opportunities for educators who serve low income or at risk students.
 - Model Program: KY NEED Project Energy Tour; KAEE eeCredentials; ECU Endorsement, PIMSER
 - Evaluation Recommendations: pre- and post-test to determine knowledge gain; participant interviews and/or participant survey.
- Encourage teacher participation in professional development opportunities that complement the student programs listed above. For example, prioritize selecting schools where the teacher has participated in a specific PD opportunity that will cover the concepts in that program. This will create

a greater likelihood that the classroom teacher is using the pre- and post-lessons for the units of study that coincide with that program.

- Model Programs: Community Waters Field Study, Outdoor School Day Program
 - Evaluation Recommendations: pre- and post-survey comparing teachers who used the complementary professional development prior to the student experience with those who did not to determine if it impacts likelihood of using the pre- and post-classroom lessons.
 - Implement a “fish bowl” method of providing professional development to elementary educators where outside facilitators come into the school and demonstrate an EE lesson to a classroom of students with teachers observing. Where possible, lessons should be taught outdoors. This allows teachers to see how this lesson works with their students and how they can better utilize their school campus for outdoor learning, thereby encouraging teachers to conduct these lessons on their own in the future, rather than depending on that facilitator to return year after year. Following the lesson, teachers should receive the tools and resources they need to replicate the lesson with their students
 - Model Programs: NKU CINSAM
 - Evaluation Recommendations: pre- and post-test to determine knowledge gain; teacher interviews and/or teacher survey; follow up survey at the end of the year or the following year to determine how many teachers implemented these lessons and attitudes toward incorporating EE into their classroom.
 - Establish a community of learning for Fayette county educators that go through EE professional development programs to provide them with opportunities to stay engaged and collaborate and learn with other teachers in the community.
 - Model Programs: Learning Forward, PIMSER
 - Evaluation Recommendations: participant interviews and/or participant survey.
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Conclusion

This project was a unique opportunity to gather feedback from 500 K-12 educators and community partners in Lexington, KY and to provide a synthesis of best practices and research on environmental education initiatives across the nation. Our recommendations are based on the overarching themes found throughout our research, model program inventory, teacher survey, and focus groups. Key takeaways from this project were: the need for more intensive, long term engagement of students and educators; creating continuous learning opportunities from K-12; more focus on providing equitable access to environmental education; and an emphasis on place-based education that engages students in being active stewards of their community. Through these findings, we have provided a number of recommendations for program models that could be implemented in Fayette County to provide greater opportunities for ensuring environmentally literate high school graduates, leading to a more environmentally-minded citizenry overall.

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Environmental Education Coordination and Ac
RFP: 2021-##

Add extra rows as needed for additional staff. Green fields will autocalculate.

Personnel

Staff Name (leave blank, if unfilled)	Staff Title	Contract Role(s)
TOTAL		



Administration Budget Proposal

#s presented in this section should be based on actual pay and benefits; management fee/administrative costs will be reflected below

# of hours/year (total NOT just contract)	% of total time dedicated to contract	Estimated Hours on Contract	Hourly Rate (actual pay)	Benefit Costs* (presented as hourly rate)	Total Hourly Compensation	Total Personnel Cost Dedicated to Contract
		0				0
		0				0
		0				0
		0				0
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		0				0

Set Program Costs

Expense Category	Budget
lesson/activity supplies	\$65,000.00
school reimbursements	\$35,000.00
teacher workshops	\$50,000.00
summer camps	\$30,000.00
misc	\$4,000.00
TOTAL	\$184,000.00

Contract Cost Summary

Personnel	0
Set Costs	184,000
Travel	0
Mgmt/Admin Fee	0
TOTAL	184000

Other Expenses

	# of Miles	Rate/Mile	Total Cost
staff travel	7,800		0
	Base Costs*	fee %	Total Cost
management/admin fee			0

* Base costs can be personnel total or personnel + set costs

EE Coordination and Administration Invoice

Bill to: Division of Environmental Services, LFUCG, 200 East Main, Lexington KY 40507

Date:

PO #:

Period Covered by Invoice:

Remit Payment to (Org. Name & Address):

Add extra rows as needed for multiple staff rates, etc. Receipts should be provided for all expenses marked with an *. Please label receipt with cost category and topic.

Expense	Unit Rate	# of Units	Line Total
<staff> time			0
<staff> time			0
<staff> time			0
<staff> time			0
staff transportation			0
lesson/activity supplies*			
school reimbursements*			
workshop expenses*			
summer camp supplies & expenses*			
misc*			
management/administrative fee			formula will be inse
TOTAL			0

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Period Covered by Report:

A single teacher/educator may have multiple classes (e.g., a STEM teacher). Each group of lesson completed should have the date taught in the appropriate box and the initials of the

School	Teacher/Educator	Class	# of students (full attendance)
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Education Report: Kindergarten

students (each separate classroom) should have their own row showing their progress in the educator who led it. Lessons taught this invoice period should be highlighted or otherwise out.

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A single teacher/educator may have multiple classes (e.g., a STEM teacher). Each group of students completed should have the date taught in the appropriate box and the initials of the educator.

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Education Report: 1st grade

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Education Report: 2nd grade

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Education Report: 3rd grade

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Education Report: 4th grade

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A single teacher/educator may have multiple classes (e.g., a STEM teacher). Each group of students completed should have the date taught in the appropriate box and the initials of the educator.

School	Teacher/Educator	Class	# of students (full attendance)
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Education Report: 5th grade

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A single teacher/educator may have multiple classes (e.g., a STEM teacher). Each group of students completed should have the date taught in the appropriate box and the initials of the educator who taught the class. For panels, list the date of the panel in the appropriate column.

School	Teacher/Educator	Class	# of students (full attendance)
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ort: Middle School, Waste Management

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Report: Middle School, Sanitary

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Report: High School, Stormwater

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Date:

PO #:

Period Covered by Report:

A single teacher/educator may have multiple classes (e.g., a STEM teacher). Each group of student completed should have the date taught in the appropriate box and the initials of the educator who I panels, list the date of the panel in the appropriate col

School	Teacher/Educator	Class	# of students (full attendance)
---------------	-------------------------	--------------	--

n Report: High School, Sanitary

ts (each seperate classroom) should have their own row showing their progress in the serie
ed it. Lessons taught this invoice period should be highlighted or otherwise made to stand
umn and the panelists in the columns immediately following.

Lesson 1

Lesson 2

Lesson 3

Field Trip

Lesson 4

s. Each lesson
out. For career

Lesson 5

Career Panel

Panelist #1

Panelist #2

Panelist #3

Environmental Education F

Date:

PO #:

Period Covered by Report:

A single teacher/educator may have multiple classes (e.g., a STEM teacher). Each group of students completed should have the date taught in the appropriate box and the initials of the educator who presented at the panel. For multiple panels, list the date of the panel in the appropriate column.

School	Teacher/Educator	Class	# of students (full attendance)
---------------	-------------------------	--------------	--

Report: High School, Transportation

nts (each separate classroom) should have their own row showing their progress in the series led it. Lessons taught this invoice period should be highlighted or otherwise made to stand out in the column and the panelists in the columns immediately following.

Lesson 1

Lesson 2

Lesson 3

Field Trip

Lesson 4

es. Each lesson
d out. For career

Lesson 5

Career Panel

Panelist #1

Panelist #2

Panelist #3

Environmental Education Re

Date:

PO #:

Period Covered by Report:

Each group of students should have their own row showing their progress in the series. Each lesson should be led by a teacher or educator who led it. Lessons taught this invoice period should be

School/Partner Site	Teacher/Educator/Contact	Class/Group	# of students (full attendance)
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Report: After-School

When completed should have the date in the appropriate box and the initials of the educator highlighted or otherwise made to stand out.

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Activity 1

Activity 2

Activity 3

Activity 4

Environmental

Date:

PO #:

Period Covered by Report:

Trailer-based lessons that are part of units can be tracked in those sl

Site

Teacher/Educator/Contact

of students

grade(s) of students

Education Report: Trailer

heets. This sheet is for trailer activities/lessons conduc

Topic(s)

cted outside of the units.

Notes

Date:

Period Covered by Report:

A single teacher/educator may have multiple classes (e.g., a STEM teacher). Each group of students should have please highlight date boxes related to the significant projects, field trips/days and award distribution if time was

School or Camp

Teacher/Educator

Class

Environmental Education Report: Waste Mana

PO #:

Each lesson completed should have the date taught in the appropriate row showing their progress in the series. Each lesson completed should have the date taught in the appropriate row. This form should reflect all aspects of the time spent on the associated group during the period covered by this report. This form should reflect all aspects of the

Grade(s)	# of students (full attendance)	Lesson A	Lesson B	Lesson C	Lesson D	Lesson E
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gement Lesson Series

ropriate box. Contractor staff initials should be put after dates for lessons they led (e.g., 4/22 ARP). Indicate to
e series that have been completed or that are scheduled.

Lesson F Lesson G Lesson H Lesson I Lesson J Lesson K Lesson L

each-er-led lessons with a TL after the date (e.g., 1/15 TL). Lessons taught this invo

etc.

Significant Project: Description

Significant Project:
Dates

Time period should be highlighted or otherwise made to stand out. For significant projects,

Field Trip/Day: Type, Description	Field Trip/Day: Date	Award Distribution: Level
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. field trips and awards, include descriptions. As with the lessons,

Award Distribution: Plan

Award Distribution:
Date(s)

Date:

Period Covered by Report:

Workshop Type:

Date(s)

(TEA, Elementary or TEA, MS/HS)

Educator's Name

Teachers' Environmental Academy

Complete this form for each workshop conducted.

Educator's School	Grade(s) Taught by Educator	Subject(s) Taught by Educator	# of Students Taught (current or most recent yr)
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# of Years Educator has Taught	Stipend (Date Paid)	Notes
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Students' Environme

Complete this form for each w

Date:

Period Covered by Report:

Dates

Partner Site

Student's Name

Student's Home School

ntal Academy

orkshop conducted.

Student's Grade
(rising)

Notes

Environm

Date:

Period Covered by Report:

Date

School

Person/People in Attendance

ental Education Report: Support Services, Meetings

PO #:

Topic(s) Discussed

Materials Provided

Additional Notes