



# **INSTRUCTIONS FOR COMPLETING EDUCATION AND OUTREACH GRANT APPLICATIONS**

Revised  
**October 2009**

**Grant applications may be submitted to OWEB  
by hard copy via mail or delivery to our Salem office.  
No faxes or e-mails will be accepted.**

**To learn about the next application deadline, go to the website at  
[www.oregon.gov/OWEB](http://www.oregon.gov/OWEB)**

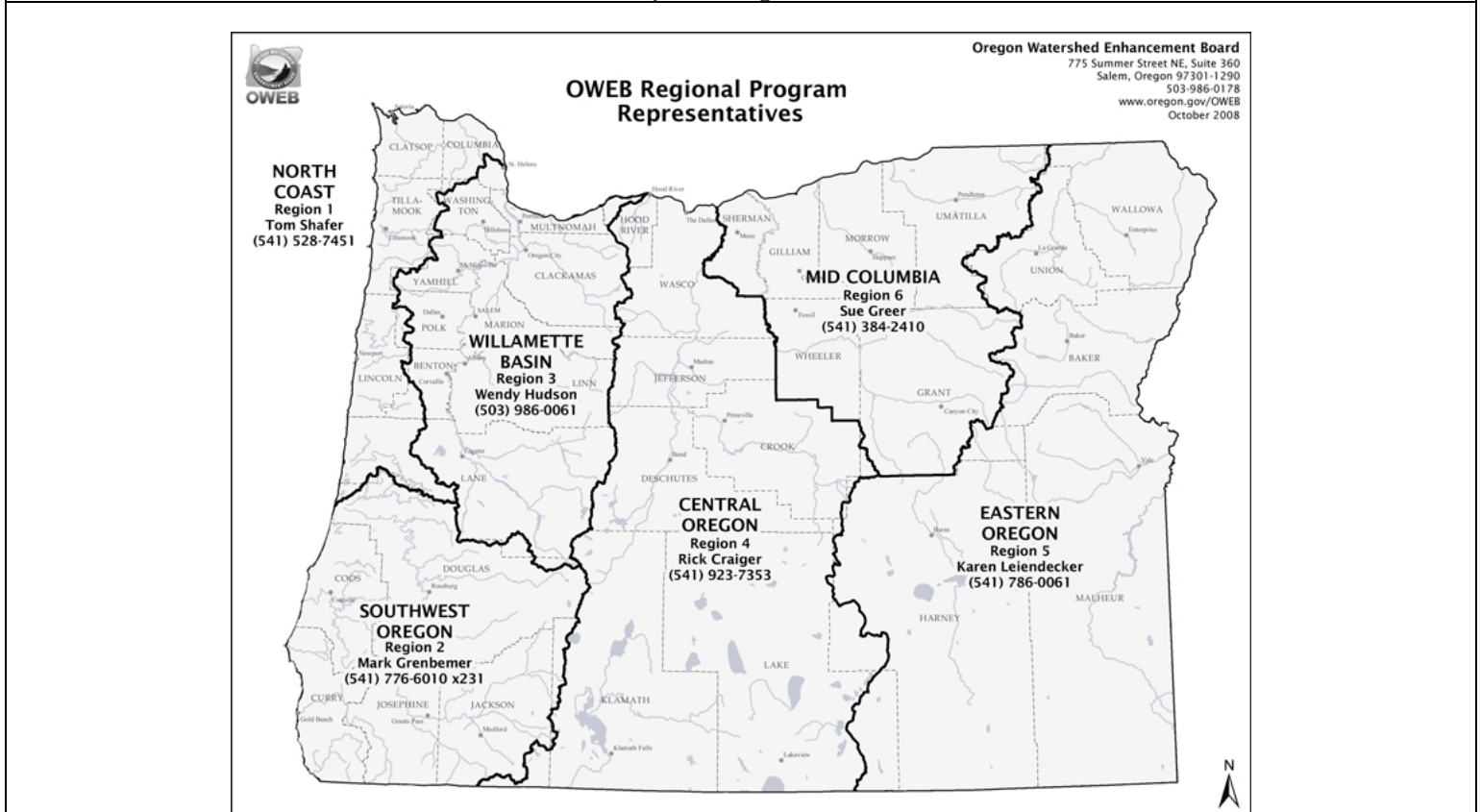
**Oregon Watershed Enhancement Board**  
775 Summer Street NE, Suite 360  
Salem, OR 97301-1290  
Phone: (503) 986-0178

# OWEB STAFF ASSISTANCE

We encourage you to contact your OWEB regional program representative for assistance in developing your proposal. For a complete staff phone list see our website at: [www.oregon.gov/OWEB/staff/index.shtml](http://www.oregon.gov/OWEB/staff/index.shtml).

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# EDUCATION and OUTREACH GRANT APPLICATION INSTRUCTIONS

The application contains the questions and the forms to be completed. OWEB is seeking an overview of the project in the first two sections only. Starting with Section III, the specific activity questions request your full explanation of project specifics. Answer each set of questions related to the activity proposed. If any of the information requested on the application form cannot be supplied, be sure to include an explanation. The budget and Attachment A must be attached to the application (see pages 14 & 15 in these instructions for a complete list of forms required or that “might be” required).

**Please use 8½" x 11" paper. All materials included with the application should be single-spaced wherever possible, single-sided, unstapled and unbound. Avoid color and other detail that will not photocopy clearly. If there are color map(s), photo(s) or design(s), supply 20 copies of each. If more than one map, photo or design, take one of each and assemble as a set and staple the set. For example: you have 20 copies of a map, 20 copies of a photo and 20 copies of a design; staple one map, one photo and one design together to make a set. Provide 20 sets for distribution to reviewers. This is the only exception to the use of staples.**

**PROPOSALS SUBMITTED WITH PREVIOUS VERSIONS OF THE APPLICATION  
WILL NOT BE ACCEPTED.**

**Submit a single application with all materials.**

## Section I APPLICANT INFORMATION

Complete this section.

**Name of project:** Provide a name that can be used for the project on all related correspondence and/or agreements. Select a name that helps to identify the project. Try to keep the project name to five words or fewer. If the project is to be completed in phases, be sure to indicate so in the name (e.g., “Fifth Grade Monitoring of Fanno — Phase I.”)

**OWEB dollars requested/Total cost of project:** Fill in the dollar figures as appropriate. **Make sure these amounts are the same as the amounts shown in the last row of the budget form.**

**Project location:** Check whether your project occurs at a single site or at multiple sites. Education projects are not always easy to pin down. Do your best to answer this question.

1. If a project occurs at a single site, identify the county the project is located in. Identify the latitude, longitude coordinate (e.g., -123.789, 45.613) that represents the location of the education/outreach activity. Identify the township, range, section (e.g., T1N R5E S12). Identify the watershed in which the project will occur and provide the 10-digit hydrologic unit code.
2. If the project occurs at multiple sites, identify the counties the project is located in and the watersheds where the activity is occurring and record the 10-digit hydrologic unit code(s).

The Oregon Explorer Advanced Mapping tool is a suggested online tool for acquiring all of this information, including creating a map. For guidance, go to <http://www.oregon.gov/OWEB/GRANTS/projectlocationguidance.shtml>. **Provide maps on 8½" x 11" pages and include a legend.**

**Applicant Information:** Provide the formal name of the grant Applicant. This should be the individual that receives all correspondence about the project. The Applicant can be any person, tribe, watershed council, soil and water conservation district, not-for-profit organization, institution of higher education, school, community college, state institution of higher education, independent not-for-profit institution of higher education, or local government. State or federal agencies cannot apply directly for grants. **State or federal agencies must be a Co-Applicant with another eligible entity to apply for a grant.**

**Project Manager (if different from Applicant):** If someone other than the Applicant should be contacted about the technical aspects of the project during evaluation and project implementation, provide the requested information.

**Fiscal Agent:** If different than the Applicant, provide the name of the person and organization that will be responsible for tracking and accounting for project funds and compliance with the grant agreement conditions. Identify the fiscal officer's affiliation, and provide the fiscal officer's contact information.

**Landowner(s):** If the project will occur on public land, provide the name of the agency. If the project will occur on private land, provide the name of the landowner(s). Add additional page if multiple landowners.

**Certification: As an Applicant, you must sign this certification.** By signing the front page, the Applicant certifies that all the information is true and accurate and that they (the Applicant) are prepared to implement the project as presented in the application. The certification also states that the signer has the authority to sign for the Applicant. For applications where a state or federal agency is a co-applicant, provide a signature and agency name of the Co-Applicant. **This signature is only to be provided where a state or federal agency is a Co-Applicant.**

## Section II PROJECT SUMMARY

Complete this section.

**1. Project Description:** In 150 words or fewer, state

- A) Your target audience and their educational/outreach needs that your project will address central to their current level of awareness, knowledge or skills.
- B) The anticipated barriers to learning, how you address them and the methods (workshops, handouts, fieldtrips, etc.) you will employ.
- C) How this project will increase awareness and participation in watershed enhancement and how you will measure results.
- D) How OWEB funds will be used?

**Discussion.** Even though this is the first question in the application, most likely, it makes sense to write this last.

**Example– 136 words**

This program, designed in partnership with the Weighawsum Watershed Council, will reach 3 major influencers of watershed health: 40+ ranchers, 20+ growers and 60+ homeowners. Each audience will overcome reluctance to change by discovering the ecological and economical value of adopting different practices. Products include: 3, 5-hour workshops including site visits for ranchers; 6, 1-hour grower meetings; and no fewer than 4, 1-hour presentations to clubs and community groups. Each participant will receive a packet of resource materials tailored for their needs including brochures, a directory of resources, and native plant lists. Pre- and post-interviews as well as a 6 month follow-up phone survey will determine success (changes in attitude, trees planted, decreased phosphorous, etc.). Total project cost is \$33,842; OWEB funds of \$29,475 are requested for salaries (68%), supplies (19%), travel (4%) and administration (9%).

2. **Provide a detailed description of the project location including location(s) where education/outreach will occur.** We recognize that education and outreach projects often occur over several watersheds or the impact is statewide. Provide a detailed description of the location(s) where education/outreach will occur. Identify all locations affected by this project. This could include hydrological unit codes or names (HUC), stream names, coordinates or a map(s). Providing only township, range and section information is **NOT** detailed enough. If you need guidance on obtaining the HUC, coordinates or creating a map go to <http://www.oregon.gov/OWEB/GRANTS/projectlocationguidance.shtml>.
3. **Was this application submitted previously?** Indicate “yes” if this is a re-submittal of an application previously submitted to OWEB, and provide the previous application number.
4. **Is this project a continuation of a previously OWEB funded project(s)?** Indicate “yes” if this project is part of a multi-year or multi-phase project that OWEB has funded previously, and provide the past application number(s).
5. **Project partners:** Show all anticipated funding sources and indicate the dollar value for the cash or in-kind contribution(s). Be sure to provide a dollar value for each funding source. If the funding source is providing in-kind contribution(s), briefly describe the nature of the contribution(s) in the Funding Source Column. Check the appropriate box to denote if the funding status is secured or pending. In the Amount/Value Column provide a total dollar amount or value for each funding source. **The total estimated funds should match the “Total cost of project” on the first page of the application.**

Common in-kind donations for education programs include: facility rental, printing/publication, web-site hosting, instructor salaries, volunteer assistance, etc. Strong applications demonstrate solid community support. Letters from partners describing a tangible role and commitment (money, materials, services) are more convincing than letters describing general enthusiasm for a project. Include these letters of commitment as an attachment to the application.

6. **Have any conditions been placed on other funds that may affect project completion?**  
Indicate whether OWEB funds have to be spent first, or if other funds are only available under certain conditions. If other funds are pending, describe when confirmation or availability is likely.
7. **Is the proposal part of an existing watershed, regional or statewide plan?**  
Explain whether the work or site where work is proposed is specifically identified in an existing watershed management plan. Identify whether a watershed assessment has been completed and how the project relates to the assessment.
8. **A Land Use Information form is required for this project.**  
To determine how to answer this question, see the section, “Forms That Might Be Required,” later in these instructions (page 14).
9. **A Public Record Certification form is required for this project.**  
To determine how to answer this question, see the section, “Forms That Might Be Required,” later in these instructions (pages 14 & 15).

**\*Questions 10-17.** The information provided will be used to by OWEB to better meet federal and state reporting requirements. Completion of these eight questions is required, but they will not be used to evaluate this application for funding.

**IF THIS PROJECT IS NOT specifically designed to benefit salmon or steelhead, check the corresponding box and GO TO Section III.**

If you have any difficulty answering these eight questions, please contact your OWEB Regional Program Representative identified on the OWEB Staff Assistance page located at the beginning of these instructions or Cecilia Noyes (OWEB Monitoring - federal reporting) at 503-986-0204.

**\*10. Salmon/Steelhead Populations Targeted and Expected Benefits to Salmon/Steelhead**

Targeted Salmon/Steelhead Populations: From the table, select one or more of the salmon ESUs (Evolutionary Significant Unit) or steelhead DPSs (Distinct Population Segment) name that the project will address/benefit. For species where the ESU/DPS name is not known or determined, use the species name with unidentified ESU (e.g., Chinook salmon – unidentified ESU). Additional information on the designation and location of the chinook, coho, chum and steelhead populations can be found at <http://www.nwr.noaa.gov/ESA-Salmon-Listings/Salmon-Populations/Maps/Index.cfm>.

Expected Benefits: Write a brief description of the goals and purpose of the project and how it is expected to benefit salmon/steelhead or salmon/steelhead habitat.

The following are examples of commonly funded education/outreach projects and the type of information we are looking for when describing the goals and purpose of the project and how it is expected to increase awareness of salmon/steelhead and their habitats and/or involvement in salmon/steelhead restoration projects.

- a) *This project will increase understanding of why healthy streams are critical to salmon and salmon habitat. Landowner workshops funded by this project will provide information and demonstrate how to develop and implement fish friendly projects incorporating log and boulder structure.*
- b) *This project will increase students' and visitors' understanding of the anadromous lifecycle of salmon in the Deer Creek watershed.*
- c) *This project promotes public education and awareness about watersheds and salmon for middle and high school students in Oregon. Students will have increased understanding of the principles of watershed health including riparian, wetland, upland and instream function, and will be able to describe why salmon are an indicator of watershed health.*

**The following seven questions are about the educational materials or events this project will produce or sponsor that are focused on or relate to salmon and steelhead populations and their habitat.**

- \*11. Estimate the number of educational documents (reports, brochures, handouts, press releases). Type in the number of educational documents.
- \*12. Estimate the number of interpretative signs/posters/exhibits that will be prepared. Type in the number of signs/posters/exhibits.
- \*13. Will interpretative sites be developed to allow public viewing of salmon/steelhead spawning/rearing habitat or interpretive kiosks placed in salmon/steelhead habitat? Check the corresponding **Yes** or **No** box.
- \*14. Estimate the number of community events conducted or sponsored by this project. Type in the number of events.
- \*15. Estimate the number of teacher/adult/landowner workshop training events conducted and the total number of participants. Type in the number of events and participants.
- \*16. Estimate the number of schools and other educational institutions that received a salmon/steelhead presentation and the number of students that participated. Type in the number of schools/institutions and participants.

**\*17.** Does your project provide technical review or technical assistance (but not direct monetary assistance) to landowners, local entities, and others on the development of restoration project proposals, restoration plans, or monitoring plans for restoration projects? Check the corresponding **Yes** or **No** box.

**If yes,** estimate the numbers of landowners or others having influence over land use that are contacted by the project for the purpose of assisting them in committing land, funding, effort or land access for watershed conservation, protection or restoration. Type in the number of participants and landowners.

## Section III

### SPECIFIC EDUCATION PROJECT ACTIVITY

These essay questions and their answers are designed to guide you and reviewers through a logical process of understanding the situation for the proposed work.

You may use the application form to respond to the questions, using additional sheets of paper as necessary **OR** answer the questions on separate pages. Be sure to include the question numbers and text of the questions before you begin typing your answers to assist the reviewers in evaluating your application. Please use 8½" x 11" paper. All pages must be single spaced, single-sided, numbered and unbound except for sets of maps/photos/designs (see Page 2 of the application instructions). Use a 12 pt type size to answer the questions and a 10-pt type size for the tables. Use bullets where appropriate. Use **bold face** and *italics* for emphasis only. If the project involves multiple sites, be specific for each. If the question is in parts (e.g., "a" and "b"), make sure you answer in parts.

**E1. Audience - Needs Assessment. Describe in detail: a) your target audience; b) how you identified their need for awareness, knowledge or skills; and c) what that need is.**

Discussion. Estimate, as closely as possible, the number of participants. Describe their current level of awareness, knowledge, or skills and the methods you used to determine their need. Possible methods include: educated opinion, surveys, statistics, informal discussions, phone call records, anecdotes from reliable sources, a direct request for the program, etc. Documentation (statements of request, survey results, photos of a site, etc.) which can be attached to this application lends credibility to your justification. When you describe how your project will address a need, stay focused. A common mistake is to describe the current situation in a broad context without identifying and documenting how the proposal addresses a specific audience and role in the community.

**Example:** The Huron Creek Watershed Education Program consists of 2 mutually supportive elements, each with its own target audience.

1. Teachers

- a) Target Audience. The Huron Creek Teachers Workshop is for 4th through middle school teachers in Silvergrove County. It is expected that each of the 2 workshops (one held on a Friday teacher in-service day; the other over the summer) will have 20-30 attendees. Both workshops provide continuing education credits to teachers in the district.
- b) Needs Assessment. Via email and phone calls, 6 of the Silvergrove teachers contacted the watershed council requesting advice in working with their students in the outdoor environment (printouts of these email communications are attached). In particular, they were interested in lesson plans and ways to use the stream adjacent to their school as an outdoor classroom. Informal interviews with these and other teachers in the county revealed a larger interest in bringing the science classroom outside. In addition, teachers requested a workshop that included: outdoor classroom management skills; knowledge regarding stream function and processes; tried and true lesson plans.
- c) Need Description. The teachers need: skills and experience in outdoor 'classroom' management; awareness of how stream monitoring activities can meet current Oregon content standards; and basic content knowledge themselves so that they can confidently present outdoor lessons to their students.

2. Students

- a) Target Audience. Our target audience is 4<sup>th</sup> through middle school students in classrooms of teachers who have taken the training, an anticipated 250 students.

- b) Needs Assessment. The need for this program was identified by teachers requesting the help of the council. In addition, last year the watershed council presented at several schools in the area. A simple show of hands, as well as a one-page pre-test revealed that students generally are unaware of their watershed and its relevance to their lives. Less than 25% of the students were able to recall the correct definition of watershed; a minority knew there was a creek on the school property. They struggled to name ways they can personally protect water quality.
- c) Need Description. In general, the students we plan to work with are disconnected from their watershed. They are unable to explain the interdependence of plants, animals and the stream environment. The need to do so is directly aligned with 2009 Oregon Content standards for these grades. A complete description of the lesson plans including how the activities meet content objectives is attached.

Not only do the lessons meet the needs of the students, they also support the needs of the teachers by providing outside expertise for at least 2 classroom sessions for each teacher. The methods the watershed council employs to explain the science, manage the outdoor classroom, and monitor the water are learned by the teachers who will have greater confidence continuing the lessons in the future without this additional support.

**E2. Program Design - Overcoming Barriers to Learning. For each activity or learning objective, discuss a) what you anticipate to be barriers to participation and/or learning the proposed objective, and b) how you will address those barriers. Separate your answer into two clearly delineated parts (a and b).**

Discussion. Think about the characteristics which might influence your target audience's willingness or ability to use your program. Considerations such as: age, gender, education level, learning style, schedule, economics, mobility or language as well as attitudes and belief systems may be very important to your design. Note that "lack of time" is a *symptom* of an attitude or belief rather than a barrier in itself. That is, if something is a high enough priority, your audience will find the time.

**Example**: Blazing Star Brook – Water Quality Monitoring

Activity: ½ day workshop for teachers, water quality monitoring

- a) Anticipated barrier to participation – The teachers we interviewed are reluctant to take the workshop since they feel the material doesn't fit in with content standards, administrative support has been historically weak, and they are doubtful of their ability to manage students in what they sense is an unsafe setting.
- b) Overcoming these barriers to participation – We've successfully addressed these barriers in the following manners:
  - i. In brochures and conversations advertising the workshop, we discuss specific science content standards that will be met through the lesson plans.
  - ii. We've built a relationship with the school principal who now is fully supportive of taking students outside. A large part of our success is due to the formal partnership we've written with the school detailing the roles and expectations of both us as well as the school. We communicate regularly with the principal to monitor attitudes and thoughts on how things are progressing. She has provided space for us to store equipment and has even worked with us in writing a grant seeking match support from a local business. Her change of heart has made a tremendous difference on our ability to meet our objectives.
  - iii. In brochures advertising the workshop, we utilize testimonial quotes from others who have taken the workshop previously. We also make note of this aspect of the workshop in all promotional communications. For those teachers still unsure of the safety, we also offer free volunteer support for field days. We have 3 volunteers who are retired science teachers who have also been trained in the program and are willing to help on these occasions

- a) Second anticipated barrier to participation – Student fears of the outdoors. Surprisingly, even though much of our county is rural, many of our students haven't spent time outside in various weather conditions, and in somewhat rustic environments.
- b) Our approach for handling these worries are two-fold. First, when we arrive at the site, we have an open discussion regarding the students' fears of snakes, poison oak, falling into the river, etc. Somehow, voicing their fears and hearing truthful answers regarding the relative risks (and preventative measures) helps students feel more comfortable and safe. Second, we provide clear information about how, even though we seem to be "in the wild," we really are prepared for potential accidents and we are actually quite close to the school, etc. Students need to feel safe and comfortable before their attention can focus on the monitoring activities.

**E3. Program Design. Explain a) the educational activities proposed, b) how different learning styles will be addressed, and c) what end products will be produced. Separate your answer into three clearly delineated parts (a - c).**

Discussion. Describe the activities, efforts, and/or work products that you propose to produce or provide during the project period. These may include: outreach and recruitment materials; classroom activities, workshops, or field trips; conferences or other events; training sessions for educators; development of educational materials or websites, and others.

Please note: Oregon's current Content Standards were adopted in February, 2009 and can be found online: <http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx>

**Example:** Salmonberry Slough Nature Center

1. Living Classroom and Laboratory - School Field Trips

- a) When school groups visit the Salmonberry Slough Nature Center, they experience a one-half day of educational activities designed specifically to engage all styles of learners. These activities include: a pre-knowledge quiz show game, hands-on experimentation with a table-top watershed, water quality monitoring, macro-invertebrate collection and identification, reflective journal time, inquiry-based discussions, a nature walk in silence, and more.
- b) As an introduction to the center, students are grouped into teams and actively compete in a game which also serves as a pre-knowledge assessment to help volunteers and staff gauge students' level of awareness, knowledge and skills. Students are then engaged in a variety of activities depending on their needs and the time they intend to stay at the center. Providing a full array of activities (information/lecture, social/sharing, reflective and hands-on) is essential and depends on the needs and wishes of the teacher who we include in our planning. Attached to this application are two different trip agreements from two different school visits. One teacher was more interested in biological monitoring; the other in plant-animal interactions. Both groups were 7th graders.
- c) End products of these field trips include -
  - i. Usable data: The Salmonberry Slough Nature Center uses biological monitoring data collected by school groups for scientific purposes. The data visitors have collected have helped inform the Salmonberry Slough Soil and Water Conservation District in their landowner outreach initiatives and have been published in the local extension newsletter. The data collected by students using the specific protocols developed at the center correlate well with the professionally collected data.
  - ii. Restored riverbanks: Some student groups elect to help the nature center pull ivy. Last year, over 4 acres of the Nature Center's property were cleared by students.

iii. Student poetry and art: Nature journaling and poetry are two reflective activities that occur at the center. Because our activities are aligned with state objectives in science, these products have been incorporated in student portfolios. We've also published select poems in our quarterly newsletter to members.

## 2. Volunteer Training and Coordination

- a) Our volunteer training takes place over 8 different 2 hour sessions. Topics include:
- i. Logistics - expectations of being a volunteer, orientation to staff and buildings at the center
  - ii. Interpretive techniques
  - iii. Macroinvertebrates
  - iv. Meanders
  - v. Wildflowers, ferns and trees of the Salmonberry Nature Center
  - vi. Salmon biology
  - vii. The geology of the area
  - viii. Water chemistry and water quality monitoring
- The draft outline for next year's training is included with this application.

b) Each session incorporates a complete "learning cycle" with time for reflection, interaction and sharing with peers, hands-on activities and experimentation and lectures. A sample lesson plan for one of the training sessions is included with this application.

c) Based on previous years' programs, it is anticipated that at the end of these 8 training sessions, the Salmonberry Slough Nature Center will have graduated 8 to 20 volunteer leaders with the skills and confidence they need to help school groups have a meaningful visit. As part of their "graduation" from the training, each class will have worked together to create and share with alums from the program a new visitor activity. Last years' graduates created a native plant identification game in which students develop a deep understanding of the ecology, natural history and beauty of seven plants growing on the trail. Because of these volunteers, the center's interpretive programs are continually evolving, and the center is able to accommodate the current volume of visitors. Also, volunteers are the largest contributors to the center, in both time and donations.

## **E4. Proposed Outcomes. With the target audience itself as the subject of the sentence, state the proposed short-term and long-term outcomes as a change in attitudes, knowledge, skills or behaviors.**

Discussion. An outcome is the result, effect, or consequence that will occur from carrying out the activities of the project. Outcomes are quantifiable changes.

Short-term outcomes include: increased awareness, knowledge, skills, attitudes, and motivation. Short-term outcomes must occur during the project period.

Medium-term outcomes include: decisions, actions, practices and behavior that are the foundations of watershed stewardship. Most projects will accomplish some medium-term outcomes during the project period.

Long-term outcomes include: increased involvement in watershed enhancement programs and restored or enhanced watersheds.

More information: Several websites have online tutorials for writing and thinking about outcomes. A few you may consider visiting are:

- <http://meera.snre.umich.edu/> - Step by step evaluation planning, including a publication entitled Environmental Education Materials: Guidelines for Excellence contains recommendations for developing and selecting quality environmental education materials.

- <http://www.shapingoutcomes.org> – A well-written, easy to use site with good examples. The website is designed for libraries and museums, however their approach for reaching and measuring educational objectives is likely to be transferable to your project.
- <http://www.unitedway.org/outcomes/> – United Way’s Outcome Measurement Resource Network. Includes resource library with downloadable files.

**Example:** Streamside Gardening Workshops (8 hours of training over 3 days)

1. Short-term outcomes: By the end of the workshop, participants:
  - Will be able to describe stream functions and processes and the ways in which their gardening style can benefit those processes.
  - Will have identified at least 3 different native plants to add to their garden that would contribute to wildlife habitat and watershed health.
  - Will be able to describe the downstream and upstream effects of channeling streambanks.
  - Will have the skills and awareness of resources to design a streamside garden that is aesthetic as well as beneficial to stream function and health.
2. Medium-term outcomes: From one week after to six months following the workshop, participants:
  - Will decide to plant at least one tree along the stream on their property.
  - Will have removed at least 50% of the invasive garden species growing on their property (butterfly bush, yellow flag iris, and purple loosestrife).
  - Will have investigated best management practices for some of the more difficult invasives that may exist on their property (yellow flag iris, ivy, reed canary grass, and blackberry).
  - Will have shared their knowledge 'over the fence' with neighbors both upstream and downstream of their garden.
3. Long-term outcomes: Within 2 years, participants
  - Will have made a positive impact on the quality of water in their watershed.
  - Will have influenced at least one neighbor to make changes in how they manage their streamside garden.

**E5. Mission. Discuss how the proposed project a) will increase awareness and involvement in watershed enhancement projects, and b) will further the mission of your organization. Separate your answer into two clearly delineated parts (a and b).**

Discussion: OWEB's Education and Outreach grants are just one component of OWEB's overall commitment to benefiting all users of water in the state and providing the greatest opportunity for volunteer participation to achieve the goals of creating and maintaining healthy watersheds and natural habitats that support thriving communities and strong economies. Staying focused on both the mission of OWEB and the mission of your organization insures that the projects proposed are in alignment and mutually beneficial.

**Example:** The Bontemps Watershed Council Citizen Monitoring Group

- a) Increasing awareness and involvement. The Citizen Monitoring Group is a perfect fit for OWEB's goals of increasing awareness and public involvement in the watershed enhancement program. The coordinator will design, install and collect data at three demonstration sites and then use the data from those sites to provide feedback to landowners and agencies about the impact improvement projects have had on water quality in the Upper Ash Creek. Also, the coordinator will work in partnership with the local newspaper to publish at least 2 articles on the status and progress of the creek and will use opportunities at county meetings, etc. to increase participation in best management practices.
- b) Furthering our mission. This project is in direct alignment with the mission of the Bontemps Watershed Council. In particular, "The council recognizes that local economic

and ecological prosperity is dependant upon the current and future availability and quality of water; therefore the mission of the Bontemps Watershed Council is to improve water quality and watershed condition in the basin through education, coordination, consultation, and cooperation among all interests, using the collective wisdom and voluntary action of our community members."

This project will directly improve the watershed condition in the Upper Ash Creek by encouraging and documenting the impact of voluntary actions in the watershed.

#### **E6. Education Metrics, Part 1. Establishing Baseline Data**

##### **What initial information on program participants or other program aspects will be collected prior to participants receiving services or program intervention?**

Discussion. Post-project evaluation is most compelling in combination with pre-project assessment. The data are needed to determine changes and progress toward your outcomes. These data can be collected in advance of the program (as part of your needs assessment for question E1), or at the beginning of the workshop with a short survey or other "pre-test."

**Example:** Likert Scale of Onion Grower Knowledge of Sub-Surface Drip Irrigation - Pre and Post Workshop

Here's our procedure for assessing participant knowledge:

1. Preparation: Before the workshop begins, prepare dots and assessment sheets (easel-pad poster paper). Each participant receives 8 dots with the same number on them. Four of these are one color; four of a second color. Paperclip these 2 sets of dots with matching numbers to the agenda that each participant receives upon checking in.
2. On large pieces of paper, handwrite statements that relate to the outcomes of the workshop. Under each statement, draw a horizontal line; the left marked LOW; the right, HIGH.

*"My intention to convert my onion farm to subsurface drip irrigation is..."*  
*LOW - I never intend to convert.*  
*HIGH - I plan on converting in the near future.*

*"My ability to describe the advantages of subsurface drip irrigation is..."*  
*LOW - I am completely unaware of the advantages;*  
*HIGH - I am well aware of the advantages.*

*"My knowledge of how to configure beds and install a drip irrigation system with a pre-filter, pump-station with backflow prevention, and chemical injection site is..."*  
*LOW - I have limited to no knowledge;*  
*HIGH - I am well-schooled in such matters.*

*"I feel confident in my knowledge and skills regarding the management and maintenance of a subsurface drip irrigation system for my onion fields."*  
*LOW - I feel very unprepared to maintain a system;*  
*HIGH - I am well-schooled in such matters.*

*"Currently, the number of acres on my property that utilize drip irrigation is:"*  
*NONE - I do not utilize drip irrigation;*  
*HIGH - I use drip irrigation on more than 1,000 acres.*

3. Before we begin any instruction, each participant is asked to rate themselves using the "before" dots (usually blue).
4. At the end of the workshop, participants repeat the exercise using the "after" dots (usually red).

5. By looking at each number, we can calculate how much a participant has self-evaluated their improvement in knowledge or change in attitude by measuring the distance the dot (blue to red) has moved on the scale.

**E7. Education Metrics, Part 2. Measuring Outcomes**

Using a table similar to the one in the example, describe and explain your plans for tracking and measuring progress on project activities and related short-term outcomes. For each of the outcomes stated in E4, what change in participants' behavior, attitudes, skills, knowledge, status, or condition would indicate success? If your medium- and long-term outcomes can also be measured within the project period, explain your plans for that evaluation as well.

**Outcomes:** Use your outcomes from question E4.

**Indicators:** Indicators must be concrete, well-defined, and observable. You will ensure your indicator is measurable by writing it in the following form: The # and % of (participants) who (demonstrate what specified change?) An outcome can be measured by more than one indicator.

**Applied to:** From whom or about what will the data be collected?

**Data sources:** Includes anecdotes, surveys or feedback forms, observations, assessments, participant projects, records or test information.

**Data interval:** The time between the learning activity and the data collection.

**Targets:** How you quantify success. Your program was worth your time and effort if # and % of participants achieve a particular level of results.

**Example:** One of the outcomes for the Stonefly Watershed Group's workshop.

<b>Outcome 1:</b> <i>Example:</i> Participants will place an increased value on the role the watershed council plays in the community.				
<b>Indicator(s)</b>	<b>Applied to (some or all of the participants; others)</b>	<b>Data Source</b>	<b>Data Interval</b>	<b>Target</b>
75% of participants will have an improved attitude toward Stonefly Watershed Group's ability to provide useful watershed enhancement information	Every participant in the workshop	Phone survey conducted by volunteers	Within 2 weeks of the workshop	30% increase
Website hits will increase by 10% in the month following the workshop.	Pages on the website that discuss watershed and voluntary enhancement suggestions	Embedded counter on site, plus donated web use analysis from our ISP	Within 4 weeks of the workshop	10% increase
Local newspaper reporter will attend "Watershed Field Days" and will feature an interview with the council coordinator	Potential volunteers and decision makers in the community who gain awareness of the council	The paper itself	Within 6 months of these initiatives	1 article

**E8. Use a table similar to the example below to show the anticipated schedule for the project.**

<b>Project Activities and Services</b>	<b>Start Date</b>	<b>Description</b>
Planning: Drive-by visual assessment of ranches in the region	2/15/2007	Begin a year-long informal visual assessment of ranching activities in the area, and opportunities for improvement.
Planning: Meet with ranchers to discuss audience needs	1/1/2008	A 2-way conversation will help project designers consider the beliefs and attitudes in planning and implementation
Planning: Draft outcomes and learning objectives.	1/8/2008	Re-visit workshop outcomes and determine which activities to employ. Brainstorm instructor options.
Planning: Design evaluation tools and methods.	1/15/2008	Draft evaluation tools for pre- and post-project analysis.
Promotion: Begin draft of poster / mailers	1/17/2008	Use conversation with ranchers to identify barriers to workshop attendance and address those needs in the direct mailing.
Planning: Recruit instructors.	1/18/2008	Describe learning objectives and outcomes to potential presenters to see if they are appropriate instructors; share expectations.
Event logistics: Marketing, Registration, Materials, Site Visits, Room Reservation	2/1/2008	Coordinate event logistics with support staff, communicate expectations, deadlines, and roles.
Planning: Call landowners of potential site visits	1/10/2008	Determine availability and evaluate value of site for learners and outcomes.
Begin marketing of class	2/14/2008	Mail flyers, update website, contact newspaper, make phone calls to members of the community who can help spread the word.
Registrations	2/14/2008	Set up / verify support staff are prepared for registration and system, email confirmation.
Instructor check-in and coordination	2/15/2008	Continue dialogue with instructors, verify instructional needs and logistics
Final preparations	2/28/2008	Coordinate with support staff final room needs, food, handouts, calls to instructors, etc.
Workshop	3/1/2008	
Workshop debrief	3/2/2008	Calls to instructors, discussions with support staff: what worked/didn't; examine first evaluations
3-month follow up survey	6/1/2008	Mail letter informing of follow up survey; 3 days later have volunteers conduct phone interviews
4-month follow-up drive-by assessment	7/14/2008	Visual assessment of ranching activities in the area
6-month follow-up drive-by assessment and informal interviews	9/1/2008	Visual assessment; informal personal check-in interviews of at least 1/4 of the participants
Final report mailed to OWEB	1/1/2009	Data, photographs, analysis of workshop success compiled and in an easy to read format

**E9. Use a table similar to the example below to identify the project leaders and their credentials and related experience.**

<b>Leaders/Credentials</b>	<b>Related Experience</b>
Dr. Jane Doe / Ph.D., Educational Leadership, University of Oregon (1998)	Dr. Doe is a nationally recognized expert in teacher training, with an emphasis on environmental studies. She has conducted numerous workshops around the Pacific Northwest for education leaders, from teachers to watershed councils, to non-profit organizations. Her most recent collaboration was with The Institute for Environmental Studies based in Eugene, Oregon.

**E10. Justification for a request exceeding \$50,000.**

The average Education and Outreach grant awarded in OWEB's last funding cycle was just over \$25,000. If your request exceeds \$50,000, provide a brief justification discussing how the proposal will do one or more of the following: a) have educational activities and ultimately impacts across watersheds/in other regions; b) budget that is clearly connected to the scope of the project; c) have a high level (> 25%) of matching funds in addition to in-kind donations; or d) will lead to alternative watershed practices that support enhancement efforts in a high priority watershed or watersheds.

## REQUIRED FORMS

**Watershed Education Budget:** Refer to the “Budget Categories and Definitions” attached at the back of this document for budget category definitions and eligible cost to OWEB for each budget category. Be sure to indicate the time period your budget covers and the total number of months.

An Excel budget is now available and will calculate your totals and round the totals to the nearest dollar. The Word budget document without the calculation feature is also available. Download the budget in Excel or Word format, complete the budget, print a copy and insert it in the application at the Section IV placeholder. [http://oregon.gov/OWEB/GRANTS/grant\\_app\\_materials.shtml#Forms\\_\\_Materials\\_by\\_Type](http://oregon.gov/OWEB/GRANTS/grant_app_materials.shtml#Forms__Materials_by_Type)

**Columns.** Include units (number of items, length, volume or weight of item in Column A. In Column B provide the unit cost for each item listed. Show dollar values for *in-kind* funds (Column C) and for the amount of *cash* match (Column D). Refer to the Match Funding Form in the application for an explanation of allowable match. Show the amount you are requesting of OWEB in Column E. Add Columns C, D, and E to arrive at total costs for each line item in Column F.

**Rows.** Under each budget category (shown in bold in the first Column), insert project activities, as applicable. Work across Columns, showing costs, as appropriate. After all rows are completed, total the amounts in Columns C, D, E, and F in the final row. Be sure that the totals for Columns E and F (shown in the last row “BUDGET TOTAL”) are the same as for the “OWEB funds requested” and the “Total cost of project” shown in Section I of the application.

**Match Funding Form:** OAR 695-005-0030(3) states that “All applicants shall demonstrate at least 25% match is being sought on a form prescribed by the Board, based on the total Board grant request, at the time of application.” Match funding for OWEB funds requested need not be *secured* at the time of application, but you must show that you have *sought* at least 25% of match funding. However, the ability to document secured funding strengthens your application.

Use the form to document that you have sought the funding shown on page 3 (question #4) and on the budget page (Columns C and D). If you check the “Secured” box in the Status Column for any match funding source, you must provide either the signature of an authorized representative of the match source in the final Column, or attach a letter of support from the match funding source that specifically mentions the dollar amount you show in the Dollar Value Column. Signatures/letters are not required for pending sources.

## FORMS THAT *MIGHT BE* REQUIRED

**Land Use Information Form (required only if your project involves on-the-ground restoration activities):**

The Land Use Information form is no longer part of this application packet because very few grants require a Land Use Information form. If that is the case for your project, simply check the box in Section II, question #7, which says that the form is not required. However, it is possible that a Land Use Information form is required for your project if you engage project participants in restoration activities as part of a training session. For example, if you teach volunteers riparian planting methods by actually engaging them in a restoration activity on the ground, then a Land Use Information form is required. If your project will involve restoration activities as a learning or training exercise, then you will need to submit a Land Use Information form prior to OWEB releasing funds. The form can be downloaded from OWEB’s website at [http://oregon.gov/OWEB/forms/Land\\_Use.doc](http://oregon.gov/OWEB/forms/Land_Use.doc). If you are in doubt, check with your Regional Program Representative listed on the OWEB Staff Assistance page at the front of these instructions.

**Public Record Certification Form (required only if your project involves physical changes or monitoring on private land):**

This form is now required with “all applications that involve physical changes or monitoring on private land.” OAR 695-005-0030(4) states that “All applications that involve physical changes or monitoring on private land must include certification from the applicant that the applicant has informed all landowners involved of the existence of the application and has also advised all landowners that all monitoring

information obtained on their property is public record. If contact with all landowners was not possible at the time of application, explain why.” Check the boxes that apply to your project and provide the information requested.

Part One indicates that the project is on public land only, private land or a mixture of public and private lands.

If the project is on public land only, check the corresponding box and then go directly to the Applicant/Co-Applicant Signature box. You must sign and date the Applicant/Co-Applicant Signature block at the bottom of the form.

If the project is on private land or a mix of public and private lands, check the corresponding box. If you check this box, you must complete Part Two.

Part Two indicates that either 1) you have informed all participating private landowners involved in the project of the existence of the application, and have advised all of them that all monitoring information obtained on their property is public record. In addition, you have listed all participating private landowners. **OR** 2) you were not able to contact all participating private landowners at the time of application, and you have provided an explanation in the space provided. If this project is awarded, you will be required by the terms of the signed grant agreement to secure cooperative landowner agreements with all participating private landowners prior to expending Board funds on a property. You must sign and date the Applicant/Co-Applicant Signature block at the bottom of the form.

Since few grants involve physical changes or monitoring on private land, chances are you do not need to submit this form. If that is the case, simply check the box in Section II, question #8, which says that the form is not required. However, if your project does meet the above criteria, you need to submit the form at the time of application. The form can be downloaded from OWEB’s website at [http://oregon.gov/OWEB/forms/Public\\_record\\_information\\_form.doc](http://oregon.gov/OWEB/forms/Public_record_information_form.doc). If you are in doubt, check with your Regional Program Representative listed on the OWEB Staff Assistance page at the front of these instructions.

**Project Maps:** On a topographic or aerial backdrop, draw the extent of your project area(s) and note the center of the project area with the latitude, longitude coordinate (e.g., -123.789, 45.613). If the project has multiple sites, provide an additional map for each project area. Go to <http://www.oregon.gov/OWEB/GRANTS/projectlocationguidance.shtml> for a suggested online tool for creating your map and coordinate information. **Provide one copy of your map(s) on 8½" x 11" pages (include a legend)** and attach to the back of the application. Provide 20 color copies of any maps you want OWEB reviewers to see in color (see page 3 of these instructions for assembling multiple maps).

## APPLICATION CHECKLIST

The application includes a checklist to ensure that your application is complete. An incomplete application will jeopardize your application’s review. Check each box only after you have verified that the information is included in your application packet. The checklist is for your use only – **do not return with your application.**

## EDUCATION AND OUTREACH GRANT BUDGET CATEGORIES AND DEFINITIONS

### General OWEB Approach to Funding

The Oregon Watershed Enhancement Board offers these definitions for project development budget categories in an attempt to provide guidance to applicants on eligible budget categories and associated line item costs to OWEB. Application budgets must be able to justify line item costs with appropriate unit costs shown. For all budget categories and associated line items, OWEB reserves the right to make adjustments. If you have questions or seek clarification, contact your OWEB Regional Program Representative.

## **Project Management**

This budget category refers to the oversight required to ensure satisfactory project implementation and completion. Project Management includes *staff or contractors* who coordinate the activities of project implementation. The line item should identify who will be responsible for project management and their affiliation.

## **In-House Personnel**

This budget category refers to *in-house staff* (i.e., applicant employees for whom payroll taxes are paid) assigned to a capital or non-capital project. Eligible staff include, but are not limited to:

Education coordinator	Monitoring technician	Graphic designer
Website designer	Outreach coordinator	Program evaluator
Crew leader	Project foreman	Technical assistant
Videographer	Volunteer instructor	Volunteer coordinator

**IMPORTANT:** Show the estimated number of hours (Column A) and the cost per hour (Column B) for all staff assigned to the project. Wages, benefits, and payroll expenses are eligible costs. Computer support costs for restoration grants are ineligible.

## **Contracted Services**

This budget category refers to the labor, supplies, and materials that will be provided by *non-staff* (non-employees for whom you do not pay payroll taxes) for project implementation. Show the estimated number of hours (Column A) and the cost per hour (Column B). Computer support costs for restoration grants are ineligible. Examples of Contracted Services costs include, but are not limited to:

Graphic design	Website design	Database construction
Concrete work	Interpretive design	Trail construction
Sign construction	Kiosk construction	Audio/video technician
Culvert replacement/installation	Survey administration	Technical assistance
Electrical hookup	Catering services	Technical consulting
Engineering	Mowing/herbicide application	Tidegate construction/installation
Equipment rental/operation	Off-stream watering	Tree planting
Excavation	Pipe/trough installation	Work crew labor

## **Travel**

This budget category refers to expenses incurred getting to and from the project location. These include mileage, meals, per diem, and lodging. In a few cases, where an applicant can establish a compelling need for conference or training workshop attendance related to the project, OWEB will pay for related expenses (e.g., travel, meals, lodging, and registration).

To be eligible for OWEB funds, travel costs must be estimated in the “Unit Number” Column (e.g., estimated number of miles to be traveled, estimated number of meals, estimated number of nights of lodging). The grantee/contractor/volunteer must hold a valid, current driver’s license for the class of vehicle to be driven and carry personal automobile liability insurance in the amounts not less than those required under (i) the Oregon Financial Responsibility Law (ORS 806.060), or (ii) the jurisdiction in which the vehicle is being operated, whichever is greater. No mileage reimbursement will be paid for use of motorcycles or mopeds. Out-of-state travel for which the grantee intends to seek reimbursement must be prior-approved by OWEB.

The unit cost for per diem must be calculated using the most direct and usually traveled route, and must be based on rates approved by the Department of Administrative Services (DAS) that are in effect at the time the application is submitted. (Reimbursement, however, is based on rates at the time the travel occurs.). DAS periodically updates rates. Current approved rates for determining a unit cost estimate may be found at:

<http://egov.oregon.gov/DAS/SCD/SARS/policies/oam/40.10.00.PO.pdf.10.00.PO.pdf>

## Supplies and Materials

This budget category refers to those items that typically are “used up” in the course of the project. When itemizing, group similar supplies and materials (e.g., boulders and logs, trees and shrubs) on the same line. Indicate the No. of Units (Column A) and the Unit Cost (Column B), wherever appropriate. Examples of Supplies and Materials costs include, but are not limited to:

Bridges/culverts/tide gates	Gas/oil for small equipment	Monitoring supplies
Concrete, sand, gravel	Grass seed	Mulch, bark
Direct mail/postage/film	Ground cover fabric	Pipe, fittings, troughs
Disposable camera, film	Hach kits	Plants, shrubs, trees
Electrical supplies	Herbicides, pesticides	Rocks, boulders, logs
Equipment repair, maintenance	Irrigation pumps	Solar panels
Fencing (posts, wire, etc.)	Lumber	Tree protectors
Funding partner signs	Miscellaneous tools/hardware	Work gloves, shovels

**IMPORTANT:** For Restoration projects (but not Education and Outreach projects), all costs to OWEB must be directly related to the on-the-ground work. Therefore, *ineligible* Supplies and Materials costs to OWEB for Restoration projects include:

Direct mail/postage/film	First Aid kits <sup>†</sup>	Pro-rated costs for office supplies or utilities
Materials	Interpretive signage	

<sup>†</sup> Available through Council Support grants only

## Production Costs

This budget category refers to informational and promotional activities associated with the project. Examples of eligible Production Costs include, but are not limited to:

Copying, printing	Postage/direct mail	Video/CD production
Film development	Publishing	Volunteer training
Interpretive signs	Related office supplies	Volunteer workshops
Kiosk development	Tours	Web design/maintenance

## Fiscal Administration

This budget category may appear in all grant applications. It refers to costs associated with accounting; auditing (fiscal management); contract management (complying with the terms and conditions of the grant agreement); and fiscal reporting expenses for the OWEB project, including final report expenses (e.g., film developing) for the grant. Each of these line item costs should be itemized on the budget page.

By administrative rule, OWEB allows up to **10 percent** of the direct project costs (i.e., 10 percent of the “OWEB Subtotal” line) for fiscal administration [OAR 695-005-0030(5)]. Applicants/grantees must be able to justify fiscal administrative costs they charge to OWEB. OWEB does not view fiscal administration for all projects as equal, and therefore, will scrutinize and make adjustments, as deemed necessary.

# NOTICE

## Conditions of Grant Award

- ▶ **If this proposal is funded, you will be required to:**
  - ✓ Sign a Grant Agreement containing the terms and conditions for the project implementation, release of funds, and documentation of completion.
  - ✓ **IMPORTANT:** No payments will be made for work on the grant until all parties have signed the Grant Agreement.
  - ✓ Payments will be made only for work started after the effective date of the grant agreement.
  
- ▶ **Before OWEB releases the Grant Agreement, you will be required to:**
  - ✓ Resolve any and all outstanding issues from your previous grants with OWEB.
  
- ▶ **Upon signing the Grant Agreement, you will be required to:**
  - ✓ Certify in the Grant Agreement that prior to starting work on private land, you have or will obtain cooperative agreements with the private landowner(s). Exhibit B of the OWEB Grant Agreement may also require you to submit copies of those agreements to OWEB prior to the release of funds.
  - ✓ Agree that educational products and monitoring information resulting from projects are public domain.
  
- ▶ **Before OWEB releases any payments, you will be required to:**
  - ✓ Document that 25% match funding has been secured.
  - ✓ If applicable, submit a Land Use Form, certifying that the project complies with state, federal, and local regulations. (**Complete only if your project involves on-the-ground restoration activities – see FORMS THAT MIGHT BE REQUIRED in the Instructions**).
  
- ▶ **Upon completing the project, you will be required to:**
  - ✓ Submit a Project Completion Report as required in the Grant Agreement (include evaluation materials of how your outcomes, goals and objectives were met).
  - ✓ Provide a Match Form with the Project Completion Report that documents at least 25% actual match.
  - ✓ Submit any data or additional reports as required in the Grant Agreement.
  
- ▶ **Following project completion, you may be required to:**
  - ✓ Submit periodic post-implementation status reports as may be required in the Grant Agreement.