

**Request for Quote: Third Party Evaluation Services**  
**National Oceanic and Atmosphere Administration (NOAA)**  
**Environmental Literacy Grant (ELG)**  
**Funding Opportunity Number: NOAA-SEC-OED-2018-2005455**

**Request for Quote:** St. Petersburg College (SPC) is soliciting proposals from consultants experienced and qualified to provide Third Party Evaluation Services and assist the College's Grants Development Department in applying for the National Oceanic and Atmosphere Administration (NOAA) Environmental Literacy Grant (ELG).

**Anticipated Submission Deadline to NOAA: April 4, 2018**

**Program Background:** The NOAA Office of Education's Environmental Literacy Grants (ELG) supports projects that educate and inspire people to use Earth system science toward both improving ecosystem stewardship and increasing resilience to environmental hazards. NOAA strives to understand current Earth system conditions, project future changes, and help people make informed decisions that reduce their vulnerability to environmental hazards and stresses that emerge over time, while at the same time increase their ability to cope with them. Through this opportunity NOAA is looking to increase the coverage of NOAA-related topics in museum exhibitions, K-12 curricula, online educational resources, citizen science opportunities, civic engagement events, out-of-school programs, and professional development for formal and informal educators.

With over 700 miles of coastline and Florida's largest port, Tampa Bay is uniquely susceptible to natural disasters. Located at the tip of the Pinellas County peninsula, the impact of extreme weather events is amplified for the residents of the county's largest city - St. Petersburg. Inclusive of two of the county's five 'at-risk' communities, St. Pete has a concentration of low income residents who face significant challenges during extreme weather events including lack of information and understanding, limited resources, a sense of despair and difficulty evacuating. The **St. Petersburg Resiliency & Empowerment Program (S-PREP)** has been developed to supplement the City's resiliency development efforts and Integrated Sustainability Action Plan, which also incorporate regional resiliency and adaption efforts. Through these efforts, St. Petersburg College (SPC) will work with partners to develop and deliver a comprehensive and engaging weather resiliency and education program to increase individual access, understanding and usage of real-time dynamic weather data to support the decision making process during extreme weather events.

**Mission, Goals & Objectives, Deliverables, and Activities:**

As a community college with nine campuses across Pinellas County, including three in St. Pete, St. Petersburg College (SPC) has a long history as a community convener and resource during extreme weather events. As an offshoot of SPC's community education efforts and partnerships, S-PREP has been designed using a communal approach to environmental literacy education for the purpose of providing residents of all ages with information and hand-on training to build their: 1) understanding of weather related events; 2) ability to make sound and informed decisions; and 3) confidence in preparing for, enduring and recovering from these events. The program design is comprised of the following key elements:

- 1) **Weather Underground (WU) stations** - At the core of S-PREP is active learning through the building, installation, usage and upkeep of Weather Underground (WU) stations throughout St. Petersburg. The WU stations will be strategically placed in high needs communities and K-12 schools throughout St. Petersburg, many that are also used as emergency evacuation shelters.

- 2) **Pre- and In-service teacher training** - In partnership with SPC's College of Education, S-Prep will develop and deliver training to current and future K-12 teachers focused on weather resiliency, using the WU stations to promote these skills. This will also involve the distribution of S-PREP Teacher Toolkit to include curriculum guides, NOAA resources, teaching and learning strategies and classroom manipulatives related to the interdisciplinary and interactive application of environmental literacy and weather resiliency education.
- 3) **K-12 Students** - To maximize the delivery of information beyond the classroom, S-PREP will engage K-12 students in informal learning activities. Programming will focus on schools in the 'at-risk' zones in St. Pete, through the delivery of a **Weather Ambassador** program. This program will use the WU stations as a way to increase a young person's knowledge and sense of confidence related to understanding and acting before, during and after extreme weather events and sustaining these behaviors into adulthood.
- 4) **Community Engagement** - S-PREP will develop and deliver programming to community members and decision makers focused on giving participants the capacity to access, understand and apply accurate and real-time weather data using the WU stations and NOAA resources such as real-time tide, current and water level data.

Over the **course of three years** S-PREP will measure and achieve the following outcomes:

Activities	Outcomes
<b>Obj. #1</b> - Increase capacity of pre-service and in-service teachers to incorporate extreme weather and resiliency education into lesson plans	
Create teacher toolkits; Develop K-12 Environmental Literacy/Resiliency curriculum; Infuse NOAA websites in classroom application; Host in-service teacher workshops; Provide WU stations for use in classroom activities	<ul style="list-style-type: none"> <li>- <b>100</b> pre-service teachers trained</li> <li>- <b>85</b> in-service teachers trained</li> <li>- <b>200</b> teacher/classroom toolkits distributed</li> </ul>
<b>Obj. #2</b> - Increase informal environmental literacy & resiliency education for K-12 students	
K-12 camps/activities based on WU stations and Science on a Sphere; Non-school based informal programming; Delivery of curriculum by in-service teachers	<ul style="list-style-type: none"> <li>- Hold <b>12</b> non-school based events</li> <li>- <b>250</b> young people engaged in program</li> <li>- <b>75%</b> of participants report an increased sense of empowerment and understanding of role in extreme weather events</li> </ul>
<b>Obj. #3</b> - Increase access to and understanding of real-time local weather data and its application to personal decision making process	
Installation of WU stations throughout community; Data Collection; Community Workshops and Symposiums	<ul style="list-style-type: none"> <li>- Contribution of localized data to nation centers</li> <li>- Install <b>20</b> WU Stations</li> <li>- Hold a minimum of <b>18</b> community workshops/symposiums</li> <li>- <b>75%</b> of participants report an increased sense confidence in ability to make decisions during extreme weather events</li> </ul>

**Scope of Services:** To assist in the development of the evaluation component of the proposal and project, the successful Respondent will agree to and provide the following items based on a two-phase process:

#### Phase 1: Pre-award Proposal Development

- Advise SPC and the Project Team in all aspects of planning for the development of the third-party evaluation using high quality evaluation design, including participation in weekly or bi-weekly conference calls prior to the proposal submission on April 4, 2018.

- Coordinate with SPC program personnel during development of the evaluation plan, logic model, budget and budget narrative.
- Develop an evaluation plan that is consistent with project goals and objectives and that comply with federal regulations and review criteria for program evaluation (<http://www.noaa.gov/office-education/elp/grants/apply>)
- Provide assistance in determining data tracking and collection needs, setting appropriate and measureable outcome projections and measures, and a plan for using data for continuous improvement and effectiveness.
- Provide information about best practice approaches, current research and evaluation plans included in previous NOAA projects and incorporate into the evaluation plan as appropriate.
- Conduct review of the project work and logic model plan to assure the evaluation plan is consistent with and appropriate for the proposed project.

## Phase 2: Post-award Evaluation Services

- Work in cooperation with SPC's Project Investigator, Institutional Research & Effectiveness Office and Grants Department, as well as key partners to implement the approved evaluation plan, including, but not limited to, data collection, analysis and reporting.
- Comply with regulations of regarding Institutional Review Board (IRB) procedures and use of confidential information, as needed.
- Perform annual formative and summative evaluation reports required by the funding agency for the period of the grant.
- Provide unlimited telephone, fax, email, video-conferencing and onsite consultations concerning evaluation of the grant project.
- Provide consultation regarding the status of the project, including addressing barriers to progress toward objectives.

**Response Specifications & Deadline:** Please provide responses to the following requested information in a letter or email format directly to Katie Shultz at [Shultz.katie@spcollege.edu](mailto:Shultz.katie@spcollege.edu) by **Tuesday, March 20 2018 at 2:00pm**. Please submit all questions in writing to Katie Shultz by **Monday, March 19, 2018 at 11:00am**.

A collective list of questions and answers will be posted to <http://webapps.spcollege.edu/purchasing/>.

Response	Description
<b>1. Statement of Intent</b>	This brief statement will summarize in a concise manner that the proposer understands the scope of work and makes a positive commitment to perform the work/service in a timely manner.
<b>2. Experience and History</b>	<p><u>Company Credentials:</u> Provide a brief statement of qualifications that includes the Respondent's size and geographic location to SPC. The Respondent should have proven experience in the evaluation of National Oceanic and Atmospheric Administration (NOAA) grants, preferably in the area of community programming and/or environmental education. Experience working with 2-year community and state colleges is also preferred.</p> <p><u>Project Personnel Credentials:</u> List experience of each personnel assigned to this project by including a current a resume or bio including education/college degrees, licenses, professional certifications and relevant experience, including a list of NOAA project names and dates. Designate number of years with the company and years of experience in providing evaluation services.</p>

	<p><u>Current References:</u> Please provide a minimum of two (2) clients the firm has or is providing successful evaluation services to that are consistent with the scope of services outlines. The listing shall include name of the client, the name of the contact person, address, e-mail, and telephone number and a brief explanation of the services that were provided.</p>
<b>3. Fee Structure</b>	<p>Provide details of your proposed remuneration to the College at an all-inclusive hourly rate. Costs may not exceed 10% of the total proposed budget (anticipated at \$350,000), therefore a fee structure for evaluation services may not exceed \$35,000. <b>NOTE:</b> Fees may only be applied to Phase 2: Post-Award Evaluation Services and are contingent upon a successful award.</p>

**About SPC:** SPC offers more than 100 degree and certificate programs, including many high-demand, high-skill industry-recognized workforce certifications. SPC is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to award selected bachelor's degrees in science and bachelor's degrees in applied science; associate degrees in arts, associate degrees in science, and associate degrees in applied science; as well as certificates and applied technology diplomas. On average, SPC serves more than 57,000 credit and non-credit seeking students at 10 site locations and has one of the most robust online programs in the nation, serving an average of 29,000 students annually. The College's mission is to "promote student success and enrich our communities through education, career development and self-discovery."