

NHEEd to Get Outside Rubric

This rubric is used as a guide for the grant committee when reviewing applications. The numbers at the top of the rubric are the points an applicant receives based on their answers. The more points received, the higher they are ranked.

Description	4	3	2	1
Approximate percentage of student participants who qualify for free or reduced lunch	70% or greater of student participants qualify for free or reduced lunch	Approximately 50% of student participants qualify for free or reduced lunch	Approximately 30% of student participants qualify for free or reduced lunch	10% or less of student participants qualify for free or reduced lunch
<p>Are you serving a disadvantaged community or population?</p> <p>Use the Climate and Economic Justice Screening Tool (CEJST) created by the Council on Environmental Quality to identify disadvantaged communities that are marginalized by underinvestment and overburdened by pollution. Follow this link to the map: https://screeningtool.geoplatform.gov/en/</p> <p><i>To advance environmental literacy and address historical and environmental injustices, we have chosen this tool to help us identify underserved communities in order to offer high-quality programs to those communities.</i></p>	YES			NO
Please include a brief budget which shows how that money will be allocated: (Remember we do not fund staff time and budget should not exceed \$2,000)	Provided a very detailed budget breakdown and description of how the money will be allocated (ie. supplies, program fee, transportation)	Provided a clear budget and it is clear how funds being requested will be used.	Some effort was put into the budget but it is still not clear how all funds being requested will be used.	Budget is vague and not well thought out.

Description of Planned Activities/Programming	Discussed how planned activities involve exploration/observation, impact a diverse audience, build on past experiences, AND will lead to future experiences.	Discussed how planned activities involve exploration/observation, build on past experiences and will lead to future experiences	Discussed how planned activities involve exploration/observation and build on past experiences	Discussed/described planned activities with little detail
How do you plan to tie this outdoor learning experience into your curriculum or organizational objectives or goals?	Experience is interdisciplinary and/or ties in several curriculum or organizational objectives or goals AND connects with the community	Experience is interdisciplinary and/or ties in several curriculum or organizational objectives or goals	Ties in 1 objective or goal.	no connections made
Explain how the expected outcomes from this outdoor learning experience align with the Environmental Literacy Plan. Follow this link to view NH's ELP: https://nhee.org/sites/default/files/NHELP%20november%202016%20revised%20version.pdf	2 or more connections made to the Environmental Literacy Plan and expected outcomes were clearly explained	1-2 clear connections were made to the Environmental Literacy Plan and expected outcomes were clearly explained	1 vague connection made to the Environmental Literacy Plan	no connections made to the Environmental Literacy Plan
Anticipated Outdoor Learning Experience Date(s) These can be approximate. Some weight is given to applicants who plan in the "off-season" (late fall, winter, and early spring), as this provides new and different outdoor experiences and supports environmental education centers around the state at a time when they have fewer visitors. Experiences that span multiple months falling within different point categories will receive points for each category. For example, if a class is going to get outside once a month they would score 10 points. We encourage experiences that span the seasons!	December, January or February	November or March	September, October or April	May, June, July or August