

**MEEA Mini-Grant Program:  
“Get ‘Em Outside Mini-Grants”  
Scoring Rubric**

<b>Required for grant consideration:</b>	Contact Information: (email and phone)					
	Tax ID #:					
Section	5 Points	4 Points	3 Points	2 Points	1 Point	N/A
<b>Program Description</b>	Description of program, audience, curriculum, instructors and site represent an innovative and integrated approach to nature, environmental and/or outdoor education that is detailed and easy to understand.	Description of program, audience, curriculum, instructors and site is detailed and easy to understand. Curriculum and approach are centered on nature, environmental and/or outdoor education.	Description of program, audience, curriculum, instructors and site is understandable and the program is associated with nature, environmental, and/or outdoor education..	Description of program, audience, curriculum, instructors and site is difficult to understand, but program may be associated with nature, environmental, and/or outdoor education.	Program is difficult to understand or the curriculum and program are not clearly associated with nature, environmental, and/or outdoor education.	Section is not addressed, or areas are missing
<b>Outcomes and Evaluation</b>	All outcomes, skills, abilities and knowledge, are identified and are clearly shown to be a result of the program. Evidence for outcomes achievement is well-defined. Evaluation methods are thoroughly described and well-correlated to the program description.	More than half of the outcomes, skills, abilities, knowledge are identified and are shown to be a result of the program. Evidence for outcomes achievement is defined. Evaluation methods are clearly described and correlated to program description.	Half of the outcomes, skills, abilities and knowledge are identified and are shown to be a result of the program. Evidence for outcomes achievement is defined. Evaluation methods are described and correlated to program description.	Less than half of the outcomes, skills, abilities, knowledge are identified and are vaguely shown to be a result of the program. Evidence for outcomes is partially defined. Evaluation methods are suggested and somewhat correlated to program description.	Outcomes, skills, abilities, and knowledge are not clearly identified, and are slightly shown to be a result of the program. Evidence for outcomes is minimally defined. Evaluation method descriptions are vague and do not relate to program description.	Section is not addressed, or areas are missing

<p><b>Organization goal alignment, program sustainability</b></p>	<p>Program is completely aligned with larger organizational goals of all organizations involved in this grant application, including public schools and districts. Clear and well-thought-out indications are given of how program can be sustained beyond the grant cycle</p>	<p>Program is aligned with larger organization goals of all organizations involved, including public schools and districts. Indications are given of how program is sustainable beyond grant cycle.</p>	<p>Program is somewhat aligned with organization goals. Indications are given of how program has potential to be sustainable.</p>	<p>Program is somewhat aligned with organization goals. Some indications are given of how program may be sustainable.</p>	<p>Program is vaguely aligned with the organization goals. Little or no indication is given of how program may be sustainable.</p>	<p>Section is not addressed, or areas are missing</p>
<p><b>Budget</b></p>	<p>Information clearly and accurately shows how funds will be used and seems both reasonable and a good return on investment.</p>	<p>Information on how funds will be used is clear. Amounts are reasonable.</p>	<p>Information is understandable and the numbers add up. Budget provided does relate to the described program.</p>	<p>Information is vague, but the numbers add up. Budget provided may not relate to the described program.</p>	<p>Information is unclear and/or unreasonable. Budget provided does not relate to the described program.</p>	<p>Section is not addressed, or areas are missing</p>
<p><b>Grant Goal 1</b></p>	<p>Getting students outside to learn is a vital part of the program.</p>	<p>Getting students outside to learn is somewhat important to this program.</p>	<p>Getting students outside to learn is about half of the program.</p>	<p>Getting students outside to learn is less than half of the program.</p>	<p>Getting students outside to learn is a very small part of the program.</p>	<p>Section is not addressed, or areas are missing</p>
<p><b>Grant Goal 2</b></p>	<p>Students' knowledge about the place they live will be strongly enhanced by this program.</p>	<p>Students' knowledge about the place they live will be moderately enhanced by this program.</p>	<p>Students' knowledge about the place they live will be somewhat enhanced by this program.</p>	<p>Students' knowledge about the place they live will be slightly enhanced by this program.</p>	<p>Students' knowledge about the place they live will not be enhanced by this program.</p>	<p>Section is not addressed, or areas are missing</p>
<p><b>Grant Goal 3</b></p>	<p>Hands-on learning experiences are a vital part of this program.</p>	<p>Hands-on learning experiences are moderately important to this program.</p>	<p>Hands-on learning experiences are somewhat important to this program.</p>	<p>Hands-on learning experiences are a small part of this program.</p>	<p>Hands-on learning experiences are not a part of this program.</p>	<p>Section is not addressed, or areas are missing</p>