



August 7, 2025

BCC Agenda Date/Item: _____

Board of County Commissioners
Acting as the governing body of Water Environment Services
Clackamas County

Approval of a Personal Services Contract with Ecology In Classrooms And Outdoors for middle and high school watershed educational programs. Contract Value is \$365,279. Funding is through the WES Surface Water Operating Fund. No County General Funds are involved.

Previous Board Action/Review	N/A		
Performance Clackamas	<ol style="list-style-type: none">1. This project supports the WES Strategic Plan to build collaborative partnerships that result in a clean water future where all people benefit and rivers thrive through proactive engagement, effective communication, public education, and community leadership.2. This project supports the County's Strategic Plan of building a strong infrastructure that delivers services to customers and honors, utilizes, promotes and invest in our natural resources.		
Counsel Review	Yes	Procurement Review	Yes
Contact Person	Ron Wierenga	Contact Phone	503-742-4581

EXECUTIVE SUMMARY: Since 2009, WES has hired a contractor to implement Watershed Health educational programming for schools in the WES' surface water areas. The Watershed Health curriculum meets the WES' regulatory requirements, including Municipal Separate Storm Sewer System (MS4) and Total Maximum Daily Load (TMDL) permits. These permits require that we educate the public about ways to reduce stormwater pollution.

Proposed programming will emphasize elementary-aged education but also include content suitable for middle and high school students. WES plans to allocate roughly two-thirds of the budget for elementary and middle schools and one-third for high schools. The intention is to implement educational programs to engage, inspire and educate students and the community to protect and restore streams and improve watershed health.

RECOMMENDATION: Staff recommends that the Board of County Commissioners of Clackamas County, acting as the governing body of Water Environment Services, approve Contract #1390 with Ecology in Classrooms and Outdoors for Watershed Health Educational Programming.

For Filing Use Only

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Greg Geist", with a long horizontal flourish extending to the right.

Greg Geist
Director, WES

Attachment: Ecology In Classrooms And Outdoors Contract #1390



**WATER ENVIRONMENT SERVICES
PERSONAL SERVICES CONTRACT
Contract #0000001390**

This Personal Services Contract (this "Contract") is entered into between **Ecology In Classrooms And Outdoors** ("Contractor"), and Water Environment Services, an intergovernmental entity formed pursuant to ORS Chapter 190 ("District").

ARTICLE I.

- 1. Effective Date and Duration.** This Contract shall become effective upon signature of both parties. Unless earlier terminated or extended, this Contract shall expire on June 30, 2027. This Contract may be renewed for two (2) additional one-year terms upon the mutual agreement of both parties.
- 2. Scope of Work.** Contractor shall provide the following personal services: Watershed Health Education Support ("Work"), further described in **Exhibit A**.
- 3. Consideration.** The District agrees to pay Contractor, from available and authorized funds, a sum not to exceed \$96,450 for year one and \$81,735 for year two. The first two years of Work shall not exceed \$178,185.00. Years three and four shall not exceed \$187,094.25 collectively. The **total not-to-exceed amount of this Contract is \$365,279.00** for accomplishing all of the Work required by this Contract. Consideration rates are on a time and materials basis in accordance with the rates and costs specified in Exhibit B. If any interim payments to Contractor are made, such payments shall be made only in accordance with the schedule and requirements in Exhibit B.
- 4. Invoices and Payments.** Unless otherwise specified, Contractor shall submit quarterly invoices for Work performed. Invoices shall describe all Work performed with particularity, by whom it was performed, and shall itemize and explain all expenses for which reimbursement is claimed. The invoices shall include the total amount billed to date by Contractor prior to the current invoice. If Contractor fails to present invoices in proper form within sixty (60) calendar days after the end of the month in which the services were rendered, Contractor waives any rights to present such invoice thereafter and to receive payment therefor. Payments shall be made in accordance with ORS 293.462 to Contractor following the District's review and approval of invoices submitted by Contractor. Contractor shall not submit invoices for, and the District will not be obligated to pay, any amount in excess of the maximum compensation amount set forth above. If this maximum compensation amount is increased by amendment of this Contract, the amendment must be fully effective before Contractor performs Work subject to the amendment.

Invoices shall reference the above Contract Number and be submitted to: sbachman@clackamas.us

- 5. Travel and Other Expense.** Authorized: ☐ Yes ☒ No
If travel expense reimbursement is authorized in this Contract, such expense shall only be reimbursed at the rates in the Clackamas County Contractor Travel Reimbursement Policy, hereby incorporated by reference and found at: <https://www.clackamas.us/finance/terms.html>. Travel expense reimbursement is not in excess of the not to exceed consideration.
- 6. Contract Documents.** This Contract consists of the following documents, which are listed in descending order of precedence and are attached and incorporated by reference, this Contract, Exhibit A, Exhibit B, and Exhibit C. Unless explicitly agreed to by the parties in this Contract, any additional terms and conditions that may be contained in Exhibit A are void.

7. Contractor and District Contacts.

Contractor	District
Administrator: Sarah Woods Phone: 503-680-2389 Email: sarah@ecologyoutdoors.org	Administrator: Gail Shaloum Phone: 503-742-4597 Email: gshaloum@clackamas.us

Payment information will be reported to the Internal Revenue Service (“IRS”) under the name and taxpayer ID number submitted. (See I.R.S. 1099 for additional instructions regarding taxpayer ID numbers.) Information not matching IRS records will subject Contractor payments to backup withholding.

ARTICLE II.

- 1. Access to Records.** Contractor shall maintain books, records, documents, and other evidence, in accordance with generally accepted accounting procedures and practices, sufficient to reflect properly all costs of whatever nature claimed to have been incurred and anticipated to be incurred in the performance of this Contract. District and their duly authorized representatives shall have access to the books, documents, papers, and records of Contractor, which are directly pertinent to this Contract for the purpose of making audit, examination, excerpts, and transcripts. Contractor shall maintain such books and records for a minimum of six (6) years, or such longer period as may be required by applicable law, following final payment and termination of this Contract, or until the conclusion of any audit, controversy or litigation arising out of or related to this Contract, whichever date is later.
- 2. Availability of Future Funds.** Any continuation or extension of this Contract after the end of the fiscal period in which it is written is contingent on a new appropriation for each succeeding fiscal period sufficient to continue to make payments under this Contract, as determined by the District in its sole administrative discretion.
- 3. Captions.** The captions or headings in this Contract are for convenience only and in no way define, limit, or describe the scope or intent of any provisions of this Contract.
- 4. Compliance with Applicable Law.** Contractor shall comply with all applicable federal, state and local laws, regulations, executive orders, and ordinances, as such may be amended from time to time.
- 5. Counterparts.** This Contract may be executed in several counterparts (electronic or otherwise), each of which shall be an original, all of which shall constitute the same instrument.
- 6. Governing Law.** This Contract, and all rights, obligations, and disputes arising out of it, shall be governed and construed in accordance with the laws of the State of Oregon and the ordinances of Clackamas County without regard to principles of conflicts of law. Any claim, action, or suit between District and Contractor that arises out of or relates to the performance of this Contract shall be brought and conducted solely and exclusively within the Circuit Court for Clackamas County, for the State of Oregon. Provided, however, that if any such claim, action, or suit may be brought in a federal forum, it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this section be construed as a waiver by the District of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the Eleventh Amendment to the Constitution of the United States or otherwise, from any claim or from the jurisdiction of any court. Contractor, by execution of this Contract, hereby consents to the personal jurisdiction of the courts referenced in this section.
- 7. Indemnity, Responsibility for Damages.** Contractor shall be responsible for all damage to property, injury to persons, and loss, expense, inconvenience, and delay which may be caused by, or result from, any act, omission, or neglect of Contractor, its subcontractors, agents, or employees. The Contractor agrees to indemnify and defend the District and Clackamas County, and their officers, elected officials, agents and employees from and against all claims, actions, losses, liabilities,

including reasonable attorney and accounting fees, and all expenses incidental to the investigation and defense thereof, arising out of or based upon Contractor's acts or omissions in performing under this Contract.

However, neither Contractor nor any attorney engaged by Contractor shall defend the claim in the name of District or Clackamas County ("County"), purport to act as legal representative of District or County, or settle any claim on behalf of District or County, without the approval of the Clackamas County Counsel's Office. District or County may assume their own defense and settlement at their election and expense.

- 8. Independent Contractor Status.** The service(s) to be rendered under this Contract are those of an independent contractor. Although the District reserves the right to determine (and modify) the delivery schedule for the Work to be performed and to evaluate the quality of the completed performance, District cannot and will not control the means or manner of Contractor's performance. Contractor is responsible for determining the appropriate means and manner of performing the Work. Contractor is not to be considered an agent or employee of District for any purpose, including, but not limited to: (A) The Contractor will be solely responsible for payment of any Federal or State taxes required as a result of this Contract; and (B) This Contract is not intended to entitle the Contractor to any benefits generally granted to District employees, including, but not limited to, vacation, holiday and sick leave, other leaves with pay, tenure, medical and dental coverage, life and disability insurance, overtime, Social Security, Workers' Compensation, unemployment compensation, or retirement benefits.
- 9. Insurance.** Contractor shall secure at its own expense and keep in effect during the term of the performance under this Contract the insurance required and minimum coverage indicated below. The insurance requirements outlined below do not in any limit the amount of scope of liability of Contractor under this Contract. Contractor shall provide proof of said insurance and name the District and Clackamas County as an additional insureds on all required liability policies. Proof of insurance and notice of any material change should be submitted to the following address: Clackamas County Procurement Division, 2051 Kaen Road, Oregon City, OR 97045 or the County Contract Analyst.

Required - Workers Compensation: Contractor shall comply with the statutory workers' compensation requirements in ORS 656.017, unless exempt under ORS 656.027 or 656.126.
<input checked="" type="checkbox"/> Required – Commercial General Liability: combined single limit, or the equivalent, of not less than \$1,000,000 per claim, with an annual aggregate limit of \$2,000,000 for Bodily Injury and Property Damage.
<input type="checkbox"/> Required – Professional Liability: combined single limit, or the equivalent, of not less than \$1,000,000 per occurrence, with an annual aggregate limit of \$2,000,000 for damages caused by error, omission or negligent acts.
<input checked="" type="checkbox"/> Required – Automobile Liability: combined single limit, or the equivalent, of not less than \$1,000,000 per accident for Bodily Injury and Property Damage.
<input checked="" type="checkbox"/> Required – Abuse & Molestation endorsement with limits not less than \$1,000,000 per occurrence if not included in the Commercial General Liability policy.

The policy(s) shall be primary insurance as respects to the District. Any insurance or self-insurance maintained by the District shall be excess and shall not contribute to it. Any obligation that District agree to a waiver of subrogation is hereby stricken.

- 10. Limitation of Liabilities.** This Contract is expressly subject to the debt limitation of Oregon counties set forth in Article XI, Section 10, of the Oregon Constitution, and is contingent upon funds being appropriated therefore. Any provisions herein which would conflict with law are deemed inoperative to that extent. Except for liability arising under or related to Article II, Section 13 or Section 20 neither party shall be liable for (i) any indirect, incidental, consequential or special damages under this Contract or (ii) any damages of any sort arising solely from the termination of this

Contact in accordance with its terms.

- 11. Notices.** Except as otherwise provided in this Contract, any required notices between the parties shall be given in writing by personal delivery, email, or mailing the same, to the Contract Administrators identified in Article 1, Section 6. If notice is sent to District, a copy shall also be sent to: Clackamas County Procurement, 2051 Kaen Road, Oregon City, OR 97045. Any communication or notice so addressed and mailed shall be deemed to be given five (5) days after mailing, and immediately upon personal delivery, or within 2 hours after the email is sent during District's normal business hours (Monday – Thursday, 7:00 a.m. to 6:00 p.m.) (as recorded on the device from which the sender sent the email), unless the sender receives an automated message or other indication that the email has not been delivered.
- 12. Ownership of Work Product.** All work product of Contractor that results from this Contract (the "Work Product") is the exclusive property of District. District and Contractor intend that such Work Product be deemed "work made for hire" of which District shall be deemed the author. If for any reason the Work Product is not deemed "work made for hire," Contractor hereby irrevocably assigns to District all of its right, title, and interest in and to any and all of the Work Product, whether arising from copyright, patent, trademark or trade secret, or any other state or federal intellectual property law or doctrine. Contractor shall execute such further documents and instruments as District may reasonably request in order to fully vest such rights in District. Contractor forever waives any and all rights relating to the Work Product, including without limitation, any and all rights arising under 17 USC § 106A or any other rights of identification of authorship or rights of approval, restriction or limitation on use or subsequent modifications. Notwithstanding the above, District shall have no rights in any pre-existing Contractor intellectual property provided to District by Contractor in the performance of this Contract except to copy, use and re-use any such Contractor intellectual property for District use only.
- 13. Representations and Warranties.** Contractor represents and warrants to District that (A) Contractor has the power and authority to enter into and perform this Contract; (B) this Contract, when executed and delivered, shall be a valid and binding obligation of Contractor enforceable in accordance with its terms; (C) Contractor shall at all times during the term of this Contract, be qualified, professionally competent, and duly licensed to perform the Work; (D) Contractor is an independent contractor as defined in ORS 670.600; and (E) the Work under this Contract shall be performed in a good and workmanlike manner and in accordance with the highest professional standards. The warranties set forth in this section are in addition to, and not in lieu of, any other warranties provided.
- 14. Survival.** All rights and obligations shall cease upon termination or expiration of this Contract, except for the rights and obligations set forth in Article II, Sections 1, 6, 7, 10, 12, 13, 14, 15, 17, 20, 21, 25, 27, 28 and 32, and all other rights and obligations which by their context are intended to survive. However, such expiration shall not extinguish or prejudice the District's right to enforce this Contract with respect to: (a) any breach of a Contractor warranty; or (b) any default or defect in Contractor performance that has not been cured.
- 15. Severability.** If any term or provision of this Contract is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular term or provision held to be invalid.
- 16. Subcontracts and Assignments.** Contractor shall not enter into any subcontracts for any of the Work required by this Contract, or assign or transfer any of its interest in this Contract by operation of law or otherwise, without obtaining prior written approval from the District, which shall be granted or denied in the District's sole discretion. In addition to any provisions the District may require, Contractor shall include in any permitted subcontract under this Contract a requirement that the subcontractor be bound by this Article II, Sections 1, 7, 8, 13, 16, and 27 as if the subcontractor were the Contractor. District's consent to any subcontract shall not relieve Contractor of any of its duties or obligations under this Contract.

- 17. Successors in Interest.** The provisions of this Contract shall be binding upon and shall inure to the benefit of the parties hereto, and their respective authorized successors and assigns.
- 18. Tax Compliance Certification.** The Contractor shall comply with all federal, state and local laws, regulation, executive orders and ordinances applicable to this Contract. Contractor represents and warrants that it has complied, and will continue to comply throughout the duration of this Contract and any extensions, with all tax laws of this state or any political subdivision of this state, including but not limited to ORS 305.620 and ORS chapters 316, 317, and 318. Any violation of this section shall constitute a material breach of this Contract and shall entitle District to terminate this Contract, to pursue and recover any and all damages that arise from the breach and the termination of this Contract, and to pursue any or all of the remedies available under this Contract or applicable law.
- 19. Termination.** This Contract may be terminated for the following reasons: (A) by mutual agreement of the parties or by the District (i) for convenience upon thirty (30) days written notice to Contractor, or (ii) at any time the District fails to receive funding, appropriations, or other expenditure authority as solely determined by the District; or (B) if Contractor breaches any Contract provision or is declared insolvent, District may terminate after thirty (30) days written notice with an opportunity to cure.
- Upon receipt of written notice of termination from the District, Contractor shall immediately stop performance of the Work. Upon termination of this Contract, Contractor shall deliver to District all documents, Work Product, information, works-in-progress and other property that are or would be deliverables had the Contract Work been completed. Upon District's request, Contractor shall surrender to anyone District designates, all documents, research, objects or other tangible things needed to complete the Work.
- 20. Remedies.** If terminated by the District due to a breach by the Contractor, then the District shall have any remedy available to it in law or equity. If this Contract is terminated for any other reason, Contractor's sole remedy is payment for the goods and services delivered and accepted by the District, less any setoff to which the District is entitled.
- 21. No Third Party Beneficiaries.** District and Contractor are the only parties to this Contract and are the only parties entitled to enforce its terms. Nothing in this Contract gives, is intended to give, or shall be construed to give or provide any benefit or right, whether directly, indirectly or otherwise, to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of the terms of this Contract.
- 22. Time is of the Essence.** Contractor agrees that time is of the essence in the performance this Contract.
- 23. Foreign Contractor.** If the Contractor is not domiciled in or registered to do business in the State of Oregon, Contractor shall promptly provide to the Oregon Department of Revenue and the Secretary of State, Corporate Division, all information required by those agencies relative to this Contract. The Contractor shall demonstrate its legal capacity to perform these services in the State of Oregon prior to entering into this Contract.
- 24. Force Majeure.** Neither District nor Contractor shall be held responsible for delay or default caused by events outside the District or Contractor's reasonable control including, but not limited to, fire, terrorism, riot, acts of God, or war. However, Contractor shall make all reasonable efforts to remove or eliminate such a cause of delay or default and shall upon the cessation of the cause, diligently pursue performance of its obligations under this Contract.
- 25. Waiver.** The failure of District to enforce any provision of this Contract shall not constitute a waiver by District of that or any other provision.

26. Public Contracting Requirements. Pursuant to the public contracting requirements contained in Oregon Revised Statutes (“ORS”) Chapter 279B.220 through 279B.235, Contractor shall:

- a. Make payments promptly, as due, to all persons supplying to Contractor labor or materials for the prosecution of the work provided for in the Contract.
- b. Pay all contributions or amounts due the Industrial Accident Fund from such Contractor or subcontractor incurred in the performance of the Contract.
- c. Not permit any lien or claim to be filed or prosecuted against District on account of any labor or material furnished.
- d. Pay the Department of Revenue all sums withheld from employees pursuant to ORS 316.167.
- e. As applicable, the Contractor shall pay employees for work in accordance with ORS 279B.235, which is incorporated herein by this reference. The Contractor shall comply with the prohibitions set forth in ORS 652.220, compliance of which is a material element of this Contract, and failure to comply is a breach entitling District to terminate this Contract for cause.
- f. If the Work involves lawn and landscape maintenance, Contractor shall salvage, recycle, compost, or mulch yard waste material at an approved site, if feasible and cost effective.

27. No Attorney Fees. In the event any arbitration, action or proceeding, including any bankruptcy proceeding, is instituted to enforce any term of this Contract, each party shall be responsible for its own attorneys’ fees and expenses.

28. Reserved.

29. Reserved.

30. Key Persons. Contractor acknowledges and agrees that a significant reason the District is entering into this Contract is because of the special qualifications of certain Key Persons set forth in the contract. Under this Contract, the District is engaging the expertise, experience, judgment, and personal attention of such Key Persons. Neither Contractor nor any of the Key Persons shall delegate performance of the management powers and responsibilities each such Key Person is required to provide under this Contract to any other employee or agent of the Contractor unless the District provides prior written consent to such delegation. Contractor shall not reassign or transfer a Key Person to other duties or positions such that the Key Person is no longer available to provide the District with such Key Person's services unless the District provides prior written consent to such reassignment or transfer.

31. Reserved.

32. Merger. THIS CONTRACT CONSTITUTES THE ENTIRE AGREEMENT BETWEEN THE PARTIES WITH RESPECT TO THE SUBJECT MATTER REFERENCED THEREIN. THERE ARE NO UNDERSTANDINGS, AGREEMENTS, OR REPRESENTATIONS, ORAL OR WRITTEN, NOT SPECIFIED HEREIN REGARDING THIS CONTRACT. NO AMENDMENT, CONSENT, OR WAIVER OF TERMS OF THIS CONTRACT SHALL BIND EITHER PARTY UNLESS IN WRITING AND SIGNED BY ALL PARTIES. ANY SUCH AMENDMENT, CONSENT, OR WAIVER SHALL BE EFFECTIVE ONLY IN THE SPECIFIC INSTANCE AND FOR THE SPECIFIC PURPOSE GIVEN. CONTRACTOR, BY THE SIGNATURE HERETO OF ITS AUTHORIZED REPRESENTATIVE, IS AN INDEPENDENT CONTRACTOR, ACKNOWLEDGES HAVING READ AND UNDERSTOOD THIS CONTRACT, AND CONTRACTOR AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

Signature Page Follows

By their signatures below, the parties to this Contract agree to the terms, conditions, and content expressed herein.

Ecology In Classrooms And Outdoors

Water Environment Services

Sarah W 7-16-25
Authorized Signature Date

Sarah Woods Executive Director
Name / Title (Printed)

321348-92
Oregon Business Registry #

DNP/Oregon
Entity Type / State of Formation

Signature Date

Name: _____

Title: _____

Approved as to Form:

Amanda Kelly 7/16/2025
County Counsel Date

EXHIBIT A
REQUEST FOR PROPOSALS #2025-51
FOR
WATERSHED HEALTH EDUCATION SUPPORT
Issued May 20, 2025



CLACKAMAS
WATER
ENVIRONMENT
SERVICES



REQUEST FOR PROPOSALS #2025-51

FOR

Watershed Health Education Support

BOARD OF COUNTY COMMISSIONERS

CRAIG ROBERTS, Chair

PAUL SAVAS, Commissioner

MARTHA SCHRADER, Commissioner

BEN WEST, Commissioner

**Gary Schmidt
County Administrator**

**Ryan Rice
Contract Analyst**

PROPOSAL CLOSING DATE, TIME AND LOCATION

DATE: June 11, 2025

TIME: 2:00 PM, Pacific Time

PLACE: Email: <https://bidlocker.us/a/clackamascounty/BidLocker>

SCHEDULE

Request for Proposals Issued.....	May 20, 2025
Protest of Specifications Deadline.....	May 27, 2025, 5:00 PM, Pacific Time
Deadline to Submit Clarifying Questions.....	June 4, 2025, 5:00 PM, Pacific Time
Request for Proposals Closing Date and Time.....	June 11, 2025, 2:00 PM, Pacific Time
Deadline to Submit Protest of Award.....	Seven (7) days from the Intent to Award

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Section 1 – Notice of Request for Proposals
Section 2 – Instructions to Proposers
Section 3 – Scope of Work
Section 4 – Evaluation and Selection Criteria
Section 5 – Proposal Content (Including Proposal Certification)

SECTION 1 NOTICE OF REQUEST FOR PROPOSALS

Notice is hereby given that Water Environment Services (“WES”), through its Board of County Commissioners, will receive sealed Proposals per specifications until **2:00 PM, June 11, 2025** (“Closing”), to provide Watershed Health Education Support. No Proposals will be received or considered after that time.

RFP Documents can be downloaded from the state of Oregon procurement website (“OregonBuys”) at the following address <https://oregonbuys.gov/bsa/view/login/login.xhtml>, Document No. S-C01010-00013925.

Prospective Proposers will need to sign in to download the information and that information will be accumulated for a Plan Holder's List. Prospective Proposers are responsible for obtaining any Addenda, clarifying questions, and Notices of Award from OregonBuys. Sealed Proposals are to be emailed to <https://bidlocker.us/a/clackamascounty/BidLocker>.

Submitting Proposals: Bid Locker

Proposals will only be accepted electronically thru a secure online bid submission service, **Bid Locker**. *Email submissions to Clackamas County email addresses will no longer be accepted.*

- A. Completed proposal documents must arrive electronically via Bid Locker located at <https://bidlocker.us/a/clackamascounty/BidLocker>.
- B. Bid Locker will electronically document the date and time of all submissions. Completed documents must arrive by the deadline indicated in Section 1 or as modified by Addendum.
LATE PROPOSALS WILL NOT BE ACCEPTED.
- C. Proposers must register and create a profile for their business with Bid Locker in order to submit for this project. It is free to register for Bid Locker.
- D. Proposers with further questions concerning Bid Locker may review the Vendor’s Guide located at <https://www.clackamas.us/how-to-bid-on-county-projects>.

Contact Information

Procurement Process and Technical Questions: Ryan Rice, rrice@clackamas.us

The Board of County Commissioners reserves the right to reject any and all Proposals not in compliance with all prescribed public bidding procedures and requirements, and may reject for good cause any and all Proposals upon the finding that it is in the public interest to do so and to waive any and all informalities in the public interest. In the award of the contract, the Board of County Commissioners will consider the element of time, will accept the Proposal or Proposals which in their estimation will best serve the interests of Clackamas County and will reserve the right to award the contract to the contractor whose Proposal shall be best for the public good.

Clackamas County encourages proposals from Minority, Women, and Emerging Small Businesses.

SECTION 2 INSTRUCTIONS TO PROPOSERS

Clackamas County (“County”) reserves the right to reject any and all Proposals received as a result of this RFP. County Local Contract Review Board Rules (“LCRB”) govern the procurement process for the County.

2.1 Modification or Withdrawal of Proposal: Any Proposal may be modified or withdrawn at any time prior to the Closing deadline, provided that a written request is received by the County Procurement Division Director, prior to the Closing. The withdrawal of a Proposal will not prejudice the right of a Proposer to submit a new Proposal.

2.2 Requests for Clarification and Requests for Change: Proposers may submit questions regarding the specifications of the RFP. Questions must be received in writing on or before 5:00 p.m. (Pacific Time), on the date indicated in the Schedule, at the Procurement Division address as listed in Section 1 of this RFP. Requests for changes must include the reason for the change and any proposed changes to the requirements. The purpose of this requirement is to permit County to correct, prior to the opening of Proposals, RFP terms or technical requirements that may be unlawful, improvident or which unjustifiably restrict competition. County will consider all requested changes and, if appropriate, amend the RFP. No oral or written instructions or information concerning this RFP from County managers, employees or agents to prospective Proposers shall bind County unless included in an Addendum to the RFP.

2.3 Protests of the RFP/Specifications: Protests must be in accordance with LCRB C-047-0730. Protests of Specifications must be received in writing on or before 5:00 p.m. (Pacific Time), on the date indicated in the Schedule, or within three (3) business days of issuance of any addendum, at the Procurement Division address listed in Section 1 of this RFP. Protests may not be faxed. Protests of the RFP specifications must include the reason for the protest and any proposed changes to the requirements.

2.4 Addenda: If any part of this RFP is changed, an addendum will be provided to Proposers that have provided an address to the Procurement Division for this procurement. It shall be Proposers responsibility to regularly check OregonBuys for any notices, published addenda, or response to clarifying questions.

2.5 Submission of Proposals: Proposals must be submitted in accordance with Section 5. All Proposals shall be legibly written in ink or typed and comply in all regards with the requirements of this RFP. Proposals that include orders or qualifications may be rejected as irregular. All Proposals must include a signature that affirms the Proposer’s intent to be bound by the Proposal (may be on cover letter, on the Proposal, or the Proposal Certification Form) shall be signed. If a Proposal is submitted by a firm or partnership, the name and address of the firm or partnership shall be shown, together with the names and addresses of the members. If the Proposal is submitted by a corporation, it shall be signed in the name of such corporation by an official who is authorized to bind the contractor. The Proposals will be considered by the County to be submitted in confidence and are not subject to public disclosure until the notice of intent to award has been issued.

No late Proposals will be accepted. Proposals submitted after the Closing will be considered late and will be returned unopened. Proposals may not be submitted by telephone or fax.

2.6 Post-Selection Review and Protest of Award: County will name the apparent successful Proposer in a Notice of Intent to Award published on OregonBuys. Identification of the apparent successful Proposer is procedural only and creates no right of the named Proposer to award of the contract. Competing Proposers shall be given seven (7) calendar days from the date on the Notice of Intent to Award to review the file at the Procurement Division office and file a written protest of award, pursuant to LCRB C-047-0740. Any award protest must be in writing and must be delivered by hand-delivery or mail to the address for the Procurement Division as listed in Section 1 of this RFP.

Only actual Proposers may protest if they believe they have been adversely affected because the Proposer would be eligible to be awarded the contract in the event the protest is successful. The basis of the written protest must be in accordance with ORS 279B.410 and shall specify the grounds upon which the protest is based. In order to

be an adversely affected Proposer with a right to submit a written protest, a Proposer must be next in line for award, i.e. the protester must claim that all higher rated Proposers are ineligible for award because they are non-responsive or non-responsible.

County will consider any protests received and:

- a. reject all protests and proceed with final evaluation of, and any allowed contract language negotiation with, the apparent successful Proposer and, pending the satisfactory outcome of this final evaluation and negotiation, enter into a contract with the named Proposer; OR
- b. sustain a meritorious protest(s) and reject the apparent successful Proposer as nonresponsive, if such Proposer is unable to demonstrate that its Proposal complied with all material requirements of the solicitation and Oregon public procurement law; thereafter, County may name a new apparent successful Proposer; OR
- c. reject all Proposals and cancel the procurement.

2.7 Acceptance of Contractual Requirements: Failure of the selected Proposer to execute a contract and deliver required insurance certificates within ten (10) calendar days after notification of an award may result in cancellation of the award. This time period may be extended at the option of County.

2.8 Public Records: Proposals are deemed confidential until the “Notice of Intent to Award” letter is issued. This RFP and one copy of each original Proposal received in response to it, together with copies of all documents pertaining to the award of a contract, will be kept and made a part of a file or record which will be open to public inspection. If a Proposal contains any information that is considered a **TRADE SECRET** under ORS 192.345(2), **SUCH INFORMATION MUST BE LISTED ON A SEPARATE SHEET CAPABLE OF SEPARATION FROM THE REMAINING PROPOSAL AND MUST BE CLEARLY MARKED WITH THE FOLLOWING LEGEND:**

“This information constitutes a trade secret under ORS 192.345(2), and shall not be disclosed except in accordance with the Oregon Public Records Law, ORS Chapter 192.”

The Oregon Public Records Law exempts from disclosure only bona fide trade secrets, and the exemption from disclosure applies only “unless the public interest requires disclosure in the particular instance” (ORS 192.345). Therefore, non-disclosure of documents, or any portion of a document submitted as part of a Proposal, may depend upon official or judicial determinations made pursuant to the Public Records Law.

2.9 Investigation of References: County reserves the right to investigate all references in addition to those supplied references and investigate past performance of any Proposer with respect to its successful performance of similar services, its compliance with specifications and contractual obligations, its completion or delivery of a project on schedule, its lawful payment of subcontractors and workers, and any other factor relevant to this RFP. County may postpone the award or the execution of the contract after the announcement of the apparent successful Proposer in order to complete its investigation.

2.10 RFP Proposal Preparation Costs and Other Costs: Proposer costs of developing the Proposal, cost of attendance at an interview (if requested by County), or any other costs are entirely the responsibility of the Proposer, and will not be reimbursed in any manner by County.

2.11 Clarification and Clarity: County reserves the right to seek clarification of each Proposal, or to make an award without further discussion of Proposals received. Therefore, it is important that each Proposal be submitted initially in the most complete, clear, and favorable manner possible.

2.12 Right to Reject Proposals: County reserves the right to reject any or all Proposals or to withdraw any item from the award, if such rejection or withdrawal would be in the public interest, as determined by County.

2.13 Cancellation: County reserves the right to cancel or postpone this RFP at any time or to award no contract.

2.14 Proposal Terms: All Proposals, including any price quotations, will be valid and firm through a period of one hundred and eighty (180) calendar days following the Closing date. County may require an extension of this firm offer period. Proposers will be required to agree to the longer time frame in order to be further considered in the procurement process.

2.15 Oral Presentations: At County's sole option, Proposers may be required to give an oral presentation of their Proposals to County, a process which would provide an opportunity for the Proposer to clarify or elaborate on the Proposal but will in no material way change Proposer's original Proposal. If the evaluating committee requests presentations, the Procurement Division will schedule the time and location for said presentation. Any costs of participating in such presentations will be borne solely by Proposer and will not be reimbursed by County. **Note:** Oral presentations are at the discretion of the evaluating committee and may not be conducted; therefore, **written Proposals should be complete.**

2.16 Usage: It is the intention of County to utilize the services of the successful Proposer(s) to provide services as outlined in the below Scope of Work.

2.17 Review for Responsiveness: Upon receipt of all Proposals, the Procurement Division or designee will determine the responsiveness of all Proposals before submitting them to the evaluation committee. If a Proposal is incomplete or non-responsive in significant part or in whole, it will be rejected and will not be submitted to the evaluation committee. County reserves the right to determine if an inadvertent error is solely clerical or is a minor informality which may be waived, and then to determine if an error is grounds for disqualifying a Proposal. The Proposer's contact person identified on the Proposal will be notified, identifying the reason(s) the Proposal is non-responsive. One copy of the Proposal will be archived and all others discarded.

2.18 RFP Incorporated into Contract: This RFP will become part of the Contract between County and the selected contractor(s). The contractor(s) will be bound to perform according to the terms of this RFP, their Proposal(s), and the terms of the Sample Contract.

2.19 Communication Blackout Period: Except as called for in this RFP, Proposers may not communicate with members of the Evaluation Committee or other County employees or representatives about the RFP during the procurement process until the apparent successful Proposer is selected, and all protests, if any, have been resolved. Communication in violation of this restriction may result in rejection of a Proposer.

2.20 Prohibition on Commissions and Subcontractors: County will contract directly with persons/entities capable of performing the requirements of this RFP. Contractors must be represented directly. Participation by brokers or commissioned agents will not be allowed during the Proposal process. Contractor shall not use subcontractors to perform the Work unless specifically pre-authorized in writing to do so by the County. Contractor represents that any employees assigned to perform the Work, and any authorized subcontractors performing the Work, are fully qualified to perform the tasks assigned to them, and shall perform the Work in a competent and professional manner. Contractor shall not be permitted to add on any fee or charge for subcontractor Work. Contractor shall provide, if requested, any documents relating to subcontractor's qualifications to perform required Work.

2.21 Ownership of Proposals: All Proposals in response to this RFP are the sole property of County, and subject to the provisions of ORS 192.410-192.505 (Public Records Act).

2.22 Clerical Errors in Awards: County reserves the right to correct inaccurate awards resulting from its clerical errors.

2.23 Rejection of Qualified Proposals: Proposals may be rejected in whole or in part if they attempt to limit or modify any of the terms, conditions, or specifications of the RFP or the Sample Contract.

2.24 Collusion: By responding, the Proposer states that the Proposal is not made in connection with any competing Proposer submitting a separate response to the RFP, and is in all aspects fair and without collusion

or fraud. Proposer also certifies that no officer, agent, elected official, or employee of County has a pecuniary interest in this Proposal.

2.25 Evaluation Committee: Proposals will be evaluated by a committee consisting of representatives from County and potentially external representatives. County reserves the right to modify the Evaluation Committee make-up in its sole discretion.

2.26 Commencement of Work: The contractor shall commence no work until all insurance requirements have been met, the Protest of Awards deadline has been passed, any protest have been decided, a contract has been fully executed, and a Notice to Proceed has been issued by County.

2.27 Best and Final Offer: County may request best and final offers from those Proposers determined by County to be reasonably viable for contract award. However, County reserves the right to award a contract on the basis of initial Proposal received. Therefore, each Proposal should contain the Proposer's best terms from a price and technical standpoint. Following evaluation of the best and final offers, County may select for final contract negotiations/execution the offers that are most advantageous to County, considering cost and the evaluation criteria in this RFP.

2.28 Nondiscrimination: The successful Proposer agrees that, in performing the work called for by this RFP and in securing and supplying materials, contractor will not discriminate against any person on the basis of race, color, religious creed, political ideas, sex, age, marital status, sexual orientation, gender identity, veteran status, physical or mental handicap, national origin or ancestry, or any other class protected by applicable law.

SECTION 3 SCOPE OF WORK

3.1. INTRODUCTION

Clackamas County on behalf of Clackamas Water Environment Services (“District”) is seeking Proposals from vendors to provide Watershed Health Education Support.

Please direct all Technical/Specifications or Procurement Process Questions to the indicated representative referenced in the Notice of Request for Proposals and note the communication restriction outlined in Section 2.19.

3.2 BACKGROUND

Since 2009, the District has implemented a Watershed Health Education Program (“WHEP”) to hire contractors to execute educational programming for schools in the District’s surface water areas. The curriculum has varied over the years to meet the District’s regulatory requirements, including Municipal Separate Storm Sewer System (MS4) and Total Maximum Daily Load (“TMDL”) permits. These permits require the District to educate the public about ways to reduce stormwater pollution. In addition, the District also ensures successful implementation of education objectives through a comprehensive “Education & Outreach” strategy document, briefly outlined below and available in supplemental materials.

The District intends to implement educational programs to engage, inspire and educate students and the community to protect and restore streams and improve watershed health. The District desires a Contractor to propose a holistic curriculum to include the following:

- Provide a compelling and multi-sensory framework(s) to teach watershed science that appeals to various learning styles for students K-12.
- Provide hands-on learning opportunities for students to understand the importance of keeping our watersheds healthy.
- Explore and support opportunities to make educational resources and activities available online for virtually based and/or home-school students. Past schools that have been part of the District’s WHEP are within the North Clackamas School District (i.e., therefore also within the District’s watersheds) and have included elementary and high schools with varying grade levels served each year. The District aims to better distribute these services, which may include schools outside the North Clackamas School District.
- **High schools in district currently served:** Clackamas High School.
 - Opportunities to expand reach: Adrienne Nelson, Clackamas Middle College, Clackamas Web Academy, LaSalle and Sabin-Schellenberg Technical Center.
- **Middle schools in district currently served:** None.
 - Opportunities to expand reach: Alder Creek, Athey Creek, Cascade Heights Public Charter School, Happy Valley Middle, Horizon Christian, Rock Creek, and Rowe Middle Schools.
- **Elementary schools in district currently served:** Beatrice Morrow Cannaday, Bilquist, Cascade Heights Public Charter School, Happy Valley, Horizon Christian, Lot Whitcomb, Oregon Trail, Rivergrove, Scouters Mountain, Sunnyside, Spring Mountain, and Verne Duncan Elementary Schools.
 - Opportunities to expand reach: Christ the King, Mt. Scott, Spring Mountain Christian Academy, Stafford Academy Christian, Stafford Primary, and Three Rivers Charter Elementary Schools.

3.3. SCOPE OF WORK

Proposed programming should emphasize elementary-aged education but also include content suitable for middle and high school students. The District acknowledges that not every school will be reached due to budgetary limits and staff availability. To aid Contractors in allocating time appropriately, the District plans to allocate roughly two-thirds of the budget for elementary and middle schools and one-third for high schools.

The District understands that the middle school audience may be more difficult to reach due to budgetary and staffing constraints; the selection committee encourages creative ideas to include students from these age groups. Depending on the ideas brought forth by the Contractor, the District may be able to provide additional staff to support efforts.

The District seeks a Watershed Health Education Program (“WHEP”) meeting the following criteria.

1. Use a **sound curriculum** that:
 - a. Includes principles of sustainability.
 - b. Is science-based.
 - c. Reflects current research and associated literature.
 - d. Is multidisciplinary, integrating ecology, sociology, geography, biology, civics, history, economics, etc.
 - e. Incorporates real-world situations in which to apply academics.
2. Use **effective methods** that:
 - a. Include experiential activities.
 - b. Occur outside in environment, engaging learners directly with environments studied.
 - c. Use formal and non-formal educational resources.
 - d. Offers the opportunity for resources and activities to be accessed virtually for homeschool students and/or virtual-first students.
3. **Connect students** with nature by:
 - a. Teaching about both the natural and built environment and how they interrelate.
 - b. Helping students understand their relationships within ecosystems and their role in sustaining them.
 - c. Including study of positive human activity, especially for students in sixth grade and younger.
4. **Promote action** that:
 - a. Improves human influences on water resources.
 - b. Explores how human behavior and actions affect natural systems.
 - c. Encourages responsibility.
5. **Be inclusive**:
 - a. Balanced, presenting multiple sides of issues.
 - b. Occurs throughout life (life-long learning, engaging parents, families, and the larger community).
 - c. Is age appropriate.
 - d. Recognizes cultural context.

The District will work with Contractor to help find opportunities for hands-on learning and sites to study and observe local streams. For example, the District looks forward to supporting on-site learning activities at one of its facilities:

- Tri-City Water Resource Recovery Facility (Oregon City)
- Kellogg Creek Water Resource Recovery Facility (Milwaukie)
- Carli Creek Water Quality Project (Clackamas River)
- 3-Creeks Protected Area (Mt. Scott Creek, Clackamas)

3.3.1. Scope:

The Contractor will educate students about watershed health using an effective curriculum and experiential learning methods. The District will share information on which schools and educators have

participated in the past. The Contractor will coordinate with schools and teachers to schedule lessons and field trips. Lessons should include a combination of in-classroom and outdoor education and may pair younger students with older students.

The Contractor will also measure changes in student knowledge and intent to change behaviors before and after program participation. The Contractor will provide an effectiveness evaluation summarizing the measurement mode and resulting data in a report to the District.

The Contractor will provide lessons and activities that align with the following educational standards:

- Excellence in Environmental Education: Guidelines for Learning (Pre K - 12)
<https://www.epa.gov/education/environmental-education-ee-guidelines>
- Next Generation Science Standards
<http://www.nextgenscience.org/next-generation-science-standards>
- Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics (2011)
http://books.nap.edu/openbook.php?record_id=13158&page=R1
- Oregon Science Standards
<https://www.oregon.gov/ode/educator-resources/standards/science/Pages/default.aspx>
- No Oregon Child Left Inside Oregon Environmental Literacy Plan: Toward a Sustainable Future
<https://oelp.oregonstate.edu/sites/oelp/files/oelp-resources/environmental-literacy-plan-2013.pdf>

The Contractor will assist the District in maintaining and potentially expanding WHEP to both private and public schools throughout the District. Approximately 7 schools within the District participated in the Program this past fiscal year. With the Contractor's assistance, the District hopes to make the Program more comprehensive by providing coverage to multiple grade levels each year, from elementary to middle and high schools.

Responsibilities include coordinating field experiences with the District, scheduling with teachers, providing tools and plant material for restoration and enhancement work if necessary, and completing reporting requirements.

Deliverables shall include:

- Curriculum or lesson plans to be used for elementary, middle, and high school levels
- Work plan and schedule of lessons and field trips.
- Current or planned approach to make learning materials accessible virtually for home-schooled students.
- Quarterly progress reports describing work done each quarter, including number of class visits, field trips, classes, and students attending.
- Effectiveness evaluation and report.

The District is open to a creative approach and new ideas and encourages the Contractor to provide opportunities for service learning that are near the schools. The District will approve the work plan prior to implementation.

3.3.2. Work Schedule:

List milestones and deadlines for work product.

Contractor may propose an alternate schedule. General work milestones and deadlines:

- Curricula and pre-assessment questions for year 1 due 1 month from Notice to Proceed, subsequent years due September 1 each year.
- Work plans are due 1 month from Notice to Proceed, subsequent years due September 1 each year.

- Fall-winter schedule of lessons and field trips by school is due October 1 each year.
- Spring schedule of lessons and field trips by school is due February 1 each year.
- Post-assessment is due after last class session each year.
- Quarterly progress reports and invoices are due within one month following each quarter of work.
- Effectiveness evaluation and report due July 1 each year.

3.3.3. Term of Contract:

The term of the contract shall be from the effective date through **June 30, 2027**. With optional two (2) one year renewals.

Budget: The District has an estimated annual budget of \$100,000, however firms shall provide competitive rates with an estimated not-to-exceed total. The proposed not-to-exceed price will be a factor in vendor selection.

The Contractor will submit invoices, and a summary of work performed on a quarterly basis.

3.3.4 Sample Contract: Submission of a Proposal in response to this RFP indicates Proposer's willingness to enter into a contract containing substantially the same terms (including insurance requirements) of the sample contract identified below. No action or response to the sample contract is required under this RFP. Any objections to the sample contract terms should be raised in accordance with Paragraphs 2.2 or 2.3 of this RFP, pertaining to requests for clarification or change or protest of the RFP/specifications, and as otherwise provided for in this RFP. This RFP and all supplemental information in response to this RFP will be a binding part of the final contract.

The applicable Sample Personal Services Contract for this RFP can be found at <https://www.clackamas.us/finance/terms.html>.

Personal Services Contract (unless checked, item does not apply)

The following paragraphs of the Professional Services Contract will be applicable:

- ☒ Article I, Paragraph 5 – Travel and Other Expense is Authorized
- ☒ Article II, Paragraph 27 – Confidentiality
- ☐ Article II, Paragraph 28 – Criminal Background Check Requirements
- ☒ Article II, Paragraph 29 – Key Persons
- ☐ Exhibit A – On-Call Provision

The following insurance requirements will be applicable:

- ☒ Commercial General Liability: combined single limit, or the equivalent, of not less than \$1,000,000 per occurrence, with an annual aggregate limit of \$2,000,000 for Bodily Injury and Property Damage.
- ☒ Professional Liability: combined single limit, or the equivalent, of not less than \$1,000,000 per occurrence, with an annual aggregate limit of \$2,000,000 for damages caused by error, omission or negligent acts.
- ☒ Automobile Liability: combined single limit, or the equivalent, of not less than \$1,000,000 per occurrence for Bodily Injury and Property Damage.
- ☒ Abuse & Molestation endorsement with limits not less than \$1,000,000 per occurrence if not included in the commercial general liability policy.

SECTION 4 EVALUATION PROCEDURE

- 4.1** An evaluation committee will review all Proposals that are initially deemed responsive and they shall rank the Proposals in accordance with the below criteria. The evaluation committee may recommend an award based solely on the written responses or may request Proposal interviews/presentations. Interviews/presentations, if deemed beneficial by the evaluation committee, will consist of the highest scoring Proposers. The invited Proposers will be notified of the time, place, and format of the interview/presentation. Based on the interview/presentation, the evaluation committee may revise their scoring.

Written Proposals must be complete and no additions, deletions, or substitutions will be permitted during the interview/presentation (if any). The evaluation committee will recommend award of a contract to the final County decision maker based on the highest scoring Proposal. The County decision maker reserves the right to accept the recommendation, award to a different Proposer, or reject all Proposals and cancel the RFP.

Proposers are not permitted to directly communicate with any member of the evaluation committee during the evaluation process. All communication will be facilitated through the Procurement representative.

4.2 Evaluation Criteria

Category	Points available:
Proposer's General Background and Qualifications	0-35
Project Understanding and Approach	0-30
Scope of Work and Schedule Availability	0-25
Fees	0-10
Available points	0-100

- 4.3** Once a selection has been made, the County will enter into contract negotiations. During negotiation, the County may require any additional information it deems necessary to clarify the approach and understanding of the requested services. Any changes agreed upon during contract negotiations will become part of the final contract. The negotiations will identify a level of work and associated fee that best represents the efforts required. If the County is unable to come to terms with the highest scoring Proposer, discussions shall be terminated and negotiations will begin with the next highest scoring Proposer. If the resulting contract contemplates multiple phases and the County deems it is in its interest to not authorize any particular phase, it reserves the right to return to this solicitation and commence negotiations with the next highest ranked Proposer to complete the remaining phases.

SECTION 5 PROPOSAL CONTENTS

5.1. Vendors must observe submission instructions and be advised as follows:

5.1.1. Complete Proposals must be emailed to <https://bidlocker.us/a/clackamascountry/BidLocker>. The subject line of the email must identify the RFP title. Proposers are encouraged to contact Procurement to confirm receipt of the Proposal.

5.1.2. County reserves the right to solicit additional information or Proposal clarification from the vendors, or any one vendor, should the County deem such information necessary.

5.1.3. Proposal may not exceed a total of **15 pages** (single-sided), inclusive of all exhibits, attachments, title pages, pages separations, table of contents, or other information. The Proposal Certification Page will NOT count towards the final page count.

Provide the following information in the order in which it appears below:

5.2. Proposer's General Background and Qualifications:

- Description of the firm.
- Credentials/experience of key individuals that would be assigned to this project.
- Description of providing similar services to public entities of similar size within the past five (5) years.
- Description of the firm's ability to meet the requirements in Section 3.
- Description of what distinguishes the firm from other firms performing a similar service.

5.3. Project Understanding and Approach Scope of Work:

Include information about how you will select a curriculum or series of lessons and which grade levels you are proposing on, as well as your proposed approach to this education program.

5.4. Scope of Work and Schedule Availability:

Describe your scope of work to meet the requirements in Section 3.3. Please note if you are proposing on only a portion of the work. If so, note either the geography, grade level, or other portion of the work you are proposing. Outline the approximate number of classroom sessions, field trips or other activities you will complete each year. Provide a timeline for completion of project deliverables.

5.5. Fees:

Fees should be on a time and material with a not to exceed fee basis. Fees should be sufficiently descriptive to facilitate acceptance of a Proposal. List the not-to-exceed amount you propose for the service. Fees and fee schedules should outline all estimated expenses, hourly rates for all assigned individuals, anticipated travel, other reimbursable expenses.

5.6. References:

Provide at least three (3) references from clients your firm has served similar to the County in the past three (3) years, including one client that has newly engaged the firm in the past thirty-six (36) months and one (1) long-term client. Provide the name, address, email, and phone number of the references. Please note the required three references may not be from County staff, but additional references may be supplied.

5.6. Completed Proposal Certification (see the below form)

PROPOSAL CERTIFICATION
RFP #2025-51

Submitted by: Ecology in Classrooms & Outdoors, Oregon
(Must be entity's full legal name, and State of Formation)

Each Proposer must read, complete and submit a copy of this Proposal Certification with their Proposal. Failure to do so may result in rejection of the Proposal. By signature on this Proposal Certification, the undersigned certifies that they are authorized to act on behalf of the Proposer and that under penalty of perjury, the undersigned will comply with the following:

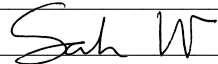
SECTION I. OREGON TAX LAWS: As required in ORS 279B.110(2)(e), the undersigned hereby certifies that, to the best of the undersigned's knowledge, the Proposer is not in violation of any Oregon Tax Laws. For purposes of this certification, "Oregon Tax Laws" means the tax laws of the state or a political subdivision of the state, including ORS 305.620 and ORS chapters 316, 317 and 318. If a contract is executed, this information will be reported to the Internal Revenue Service. Information not matching IRS records could subject Proposer to 24% backup withholding.

SECTION II. NON-DISCRIMINATION: That the Proposer has not and will not discriminate in its employment practices with regard to race, creed, age, religious affiliation, sex, disability, sexual orientation, gender identity, national origin, or any other protected class. Nor has Proposer or will Proposer discriminate against a subcontractor in the awarding of a subcontract because the subcontractor is a disadvantaged business enterprise, a minority-owned business, a woman-owned business, a business that a service-disabled veteran owns or an emerging small business that is certified under ORS 200.055.

SECTION III. CONFLICT OF INTEREST: The undersigned hereby certifies that no elected official, officer, agent or employee of Clackamas County is personally interested, directly or indirectly, in any resulting contract from this RFP, or the compensation to be paid under such contract, and that no representation, statements (oral or in writing), of the County, its elected officials, officers, agents, or employees had induced Proposer to submit this Proposal. In addition, the undersigned hereby certifies that this proposal is made without connection with any person, firm, or corporation submitting a proposal for the same material, and is in all respects fair and without collusion or fraud.

SECTION IV. COMPLIANCE WITH SOLICITATION: The undersigned further agrees and certifies that they:

1. Have read, understand and agree to be bound by and comply with all requirements, instructions, specifications, terms and conditions of the RFP (including any attachments); and
2. Are an authorized representative of the Proposer, that the information provided is true and accurate, and that providing incorrect or incomplete information may be cause for rejection of the Proposal or contract termination; and
3. Will furnish the designated item(s) and/or service(s) in accordance with the RFP and Proposal; and
4. Will use recyclable products to the maximum extend economically feasible in the performance of the contract work set forth in this RFP.

Name: <u>Sarah Woods</u>	Date: <u>June 11, 2025</u>
Signature: <u></u>	Title: <u>Executive Director</u>
Email: <u>sarah@ecologyoutdoors.org</u>	Telephone: <u>503-680-2389</u>
Oregon Business Registry Number: <u>321348-92</u>	OR CCB # (if applicable): _____

Business Designation (check one):

☐ Corporation ☐ Partnership ☐ Sole Proprietorship ☒ Non-Profit ☐ Limited Liability Company

☒ Resident Quoter, as defined in ORS 279A.120

☐ Non-Resident Quote. Resident State: _____

EXHIBIT B
CONTRACTOR'S PROPOSAL

June 11, 2025

Clackamas County
Submitted Electronically



RE: RFP #2025-51 – Watershed Health Education Support

Dear Board of County Commissioners,

Ecology in Classrooms & Outdoors (“ECO”) in collaboration with the Clackamas River Basin Council (“CRBC”), is pleased to submit our proposal in response to RFP #2025-51 for Watershed Health Education Support Services. With two decades of experience in delivering place-based, standards-aligned environmental education in Oregon, ECO is uniquely positioned to forward the District’s goals of improving watershed health awareness, reducing stormwater pollution, and promoting long-term stewardship in K-12 students through an education program that engages, inspires, and educates.

Our team, supported by CRBC’s extensive experience in watershed restoration and youth engagement, will offer a comprehensive program that combines indoor and outdoor learning, stewardship activities, and standards-aligned instruction. Together, ECO and CRBC will provide a full suite of educational experiences, including virtual watershed tours, classroom lessons, and field-based restoration work that connects students to their land and local water resources.

In choosing ECO as your partner, Clackamas County will benefit from:

- **Field-Tested Curriculum and Delivery Models:** Our proven Place-Based Units, Climate Action Program, and “ECO Adventures” video series have been implemented in dozens of schools and are aligned with NGSS, Oregon Environmental Literacy Plan, and WES priorities. These educational tools allow for both ECO educator-led and teacher-facilitated instruction, increasing adaptability and reach.
- **Watershed Education Expertise and Local Experience:** ECO and CRBC have a longstanding history of collaboration with the District, conservation agencies, and schools. CRBC’s technical knowledge in restoration and community engagement complements ECO’s educational approach, enhancing our ability to deliver high-impact programming.
- **Flexible and Scalable Model:** Our team is equipped to scale programming across all grade levels and respond to the specific needs of each school site. Through various educational methods, we will ensure that students and teachers in the District’s service area have access to high-quality watershed education that aligns with the community’s priorities.

We look forward to the opportunity to continue our collaboration with Clackamas Water Environment Services in supporting Watershed Health Education. Should you have any questions, please do not hesitate to contact me at sarah@ecologyoutdoors.org or (503) 680-2389.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Sarah W', is written over a light blue horizontal line.

Sarah Woods
Executive Director and Co-founder

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About Ecology in Classrooms & Outdoors

ECO inspires students to care for nature and their local communities through hands-on science education and climate action.

Ecology in Classrooms & Outdoors (“ECO”) is a 501(c)(3) organization that was established in 2005 in response to a critical need identified by two educators. After observing how Oregon teachers were constrained by limited time and resources for science education, students were left disconnected from the natural world, a critical component missing at a time when environmental literacy and stewardship are more important than ever. Driven by this, the founders envisioned a solution to reconnect students with the environment. This vision became ECO, founded with the mission to inspire students to care for nature and their local communities through hands-on science education and climate action.

Today, as an established leader in place-based environmental education, we are dedicated to delivering high-quality, place-based science education to students across K-12. ECO’s programs engage over 4,300 K-12 students and 140+ teachers annually through a proven model of field-based learning, classroom instruction, standards-aligned curriculum development, and teacher support, rooted in our two decades of experience in STEAM education.

Our Impact:



ECO’s team brings a combined 50+ years of experience in environmental education, curriculum development, and project management. Each project is guided by program managers who work directly with schools to customize lessons, support teachers, and align programming with local priorities such as watershed health, environmental justice, and climate resilience. Our impact is further strengthened through collaboration with the Clackamas River Basin Council (“CRBC”). The CRBC has deep roots in the community and brings decades of experience leading watershed restoration, public engagement, and environmental monitoring projects. Their work supports both ecological recovery and community well-being by integrating native habitat restoration, pesticide reduction, and water quality protection with public education and stewardship initiatives.

Project Team and Qualifications

Sarah Woods

ECO's Co-Founder and Executive Director, Sarah Woods, brings over 20 years of experience as an environmental educator, nonprofit executive, and curriculum developer. She holds a B.S. in Environmental Science from the University of Maine and a Master's in Ecosystem Restoration from OHSU and has worked with federal, state, and local agencies to deliver hands-on environmental education to students across Oregon. An expert in place-based learning, Sarah will provide strategic oversight, ensure alignment with program goals, and manage evaluation and reporting.

Alexandra Gordon

Alexandra, Program Manager, holds a B.S. in Environmental Sustainability from Lehigh University and a Master's in Development Practice from Emory University, with a specialization in urban conservation. A bilingual educator and former team member of The Nature Conservancy's cities program, Alexandra brings strong experience in project management, multicultural communication, and equity-centered curriculum delivery to support coordination across school partners, refine curriculum components, and ensure effective implementation across grade levels.

Carina Zehr

Carina, Program Manager, holds a B.A. in Environmental Science and Sociology and a Master's in Environmental Education from Goshen College. With over nine years of experience in bilingual environmental education, she brings deep knowledge of conservation and a passion for connecting youth to nature. Carina works alongside Alexandra Gordon to coordinate community and school outreach, support curriculum review and adaptation, and ensure that ECO's programs are culturally relevant and accessible to the diverse communities we serve.

Paul Foreman

Having taught in five countries across three continents and worked for over fifteen years as a public school teacher, summer camp director, surfing instructor, music teacher, volunteer, and more, Paul brings a global perspective to STEAM education. As the lead educator, he combines curiosity-driven instruction with a deep commitment to stewardship, using storytelling and hands-on engagement to help students connect with their local ecosystems. Paul will lead lessons and field activities, support teacher implementation, and mentor students in ecological inquiry and restoration practices.

Dakota Hufford

Dakota, Communication and Program Coordinator with the CRBC, holds a B.S. in Environmental Science and Management from Portland State University and an M.S. in Entomology with a concentration in education and outreach from the University of Nebraska–Lincoln. Her experience includes developing science-based curriculum, leading classroom discussions, and coordinating volunteer engagement in the field. At CRBC, she supports youth and community education with a strong emphasis on pollinators, native plants, and watershed ecology.

Amy Barton

Amy, Communication and Stewardship Program Manager at CRBC, holds a Master of Nonprofit Administration from Louisiana State University and a B.S. in Biology from the University of Oregon and brings nearly a decade of experience working in the natural resources field. At the CRBC, she leads stewardship programming and environmental education activities. Her background includes organizing community events, coordinating volunteer work parties, and facilitating workshops and classes focused on watershed health and conservation. Amy is passionate about connecting people to the land through hands-on learning and local action.

Demonstrated Capacity and Past Performance

Over the past five years, ECO has successfully delivered environmental education and habitat restoration programming to public entities, including multiple school districts, municipalities, watershed councils, and soil & water conservation districts across Oregon. This includes work with the District through the RiverHealth Watershed Stewardship Program and Watershed Health Education programming, which, over the last five years, has engaged over 2,800 students through more than 10,000 hours of instruction and hands-on stewardship activities. Through this programming, students receive classroom and virtual lessons on ecology, climate science, and watershed health, as well as field experiences in schoolyards and local natural areas.

ECO has also partnered with Oak Lodge Water Services ("OLWS") to reach six schools across their service area, including Rex Putnam and New Urban High Schools, as well as four elementary schools. As a contractor, ECO's Ecology Enrichment Program offers classroom lessons on ecology, watershed science, restoration, and land use, and also provides field experiences at Milwaukie Elks Lodge and Dahl Beach sites, where students participate in habitat enhancement projects. The program is designed to foster a sense of personal agency and empower individuals to effect positive change. Through this partnership, ECO programs offer students the opportunity to connect with nature by exploring the world around them, expanding their conceptual understanding of Northwest ecology, and gaining a deeper understanding of concepts required by educational standards and public agencies, including stormwater pollution concepts.

ECO has contracted with Portland Public Schools ("PPS") and the Corbett School District to deliver NGSS-aligned environmental education programs, Place-Based Units, and schoolyard enhancements across several grade levels at Abernethy Elementary (PPS) and Robert Gray Middle School (PPS), as well as Corbett Grade School. Additional recent contracts with Portland Metro, the East Multnomah Soil & Water Conservation District, the West Multnomah Soil & Water Conservation District, and the Mosier Community School demonstrate ECO's capacity to scale and tailor programming to meet the unique needs of each school and community. ECO's history of successful collaborations position it as a reliable and strategic partner for integrated watershed education and restoration programming.

In addition to ECO's extensive experience, our key project partner, CRBC, brings a well-established history of delivering watershed education and restoration programming in the region. CRBC has been an active partner in the Watershed Health Education program as a subcontractor, engaging high school students in hands-on watershed science, field experiences, and school-based programming. Beyond their work in education, where the majority is self-funded, CRBC regularly contracts for more technical field work. For example, in 2025, CRBC staff served as contract project management leads for a large-scale community enhancement project at the Clackamas River Community Cooperative. CRBC also has a strong record of independently managing equity-centered environmental education initiatives. With funding from the City of Oregon City and Metro, CRBC recently partnered with The Living Room to deliver six nature-based workshops and field experiences for at-risk queer youth in Oregon City.

Organizational Capacity and Programming Infrastructure

ECO is fully equipped to meet and exceed the requirements outlined by the District in Section 3 of the RFP. With two decades of experience in delivering high-quality, standards-aligned environmental education, our organization has a strong track record of implementing educational programs that engage, inspire, and educate students and the community. We bring both the infrastructure and expertise to implement a comprehensive, standards-aligned Watershed Health Education Program across all grade levels.

Our program team is experienced in designing and implementing programs for students in grades K-12. While our work emphasizes elementary programming, we bring years of experience delivering lessons, stewardship projects, and field-based education to middle and high school students in the Portland metro area. We understand what works and what doesn't when it comes to engaging older students and building meaningful and impactful programming for these grade levels. Our Climate Action Program, for example, was developed specifically for middle and high schools and includes interactive games and solution-oriented activities tied to real-world issues like climate change, stormwater management, and urban heat islands.

ECO employs seasoned program managers and educators with advanced degrees and extensive experience in curriculum development, coordinating field experiences, community engagement, and providing in-class instruction and professional development support to educators. Our organizational structure facilitates collaboration with school districts, teachers, and partner organizations to expand reach, enhance hands-on learning, and deliver high-quality outdoor experiences.

We are also adaptive and responsive to the needs of the communities we engage. Our planning process incorporates input from teachers, students, and the community to ensure that programming is relevant, accessible, and culturally appropriate.

The program team regularly and consistently facilitates scheduling, supplies, and logistics for classroom lessons and stewardship outings, while also tracking participation, collecting assessments, and evaluating program effectiveness.

Through our digital learning library, teach.ecologyoutdoors.org, ECO maintains digital infrastructure for virtual access to our curriculum. Designed with flexibility and equity in mind, the platform supports hybrid, remote, and home-based learning environments, ensuring that students who cannot participate in traditional classroom or field-based instruction can still access engaging watershed science education. With scalable digital tools and adaptable instructional materials, ECO's digital infrastructures play a critical role in our capacity to expand our reach and meet the District's commitment to equitable and inclusive watershed education for virtual and home-based learning.

Furthermore, ECO's past experience working with public agencies, as detailed above, demonstrates our ability to scale programming, align with public education standards, and deliver measurable outcomes for both student learning and watershed restoration.

Our strategic collaboration with the CRBC further strengthens our ability to meet the requirements outlined in Section 3 by deepening engagement with middle and high school students. CRBC brings decades of experience in watershed restoration, education, and community engagement. Both ECO and CRBC have worked with schools such as Adrienne Nelson, Clackamas High School, Rock Creek Middle School, LaSalle, and Sabin-Schellenberg. Together, our organizations bring complementary expertise in curriculum development, field visit exploration, and youth education. By aligning our shared resources, relationships, and proven programming, ECO and CRBC will deliver impactful, standards-aligned, and age-appropriate watershed education across all grade levels.

Distinguishing Strengths and Unique Learning Platforms

ECO distinguishes itself from other environmental education providers by offering a unique, scalable, and multi-tiered model that blends place-based learning with long-term capacity building for schools and educators. Unlike providers that may rely solely on direct instruction or one-time engagements, ECO delivers layered programming that integrates a high-quality curriculum, teacher support, and experiential learning into a cohesive system tailored to Oregon's landscapes and communities.

One of the most distinctive elements of ECO's approach stems from our Place-Based Units ("PBUs"). Our PBUs are not just any STEAM curriculum kit; they are comprehensive educational ecosystems that we designed to be tailored to local landscapes, species, and cultural narratives. PBUs go beyond science instruction and integrate ecological concepts across social sciences, math, English Language arts, history, and art. Each unit includes everything a teacher needs to deliver engaging science instruction: lesson plans, vocabulary cards, visual aids, student activities, and materials for hands-on learning.

PBUs are especially impactful in elementary classrooms, where educators are often responsible for teaching all subject areas and may have limited time or background to expand on science lessons. PBUs make it easy for teachers to integrate rigorous, standards-aligned science instruction without requiring extensive preparation or specialized content knowledge. Each unit is designed to be intuitive, accessible, and ready-to-teach, empowering teachers with the confidence to deliver high-quality lessons that meet educational benchmarks and engage students in meaningful learning.

What further distinguishes ECO is our tiered service model. Through this system, we offer flexible entry points for schools with varying capacities. In the context of Watershed Health Education Support, some schools may receive direct instruction from ECO educators, while others may implement the lessons themselves using our PBUs and receive support via coaching, co-teaching, or using our digital learning platform, teach.ecologyoutdoors.org.

This platform sets ECO apart by offering an integrated hub of high-quality environmental education resources accessible to teachers, families, and learners across Oregon and beyond. Unlike one-size-fits-all curriculum providers, our online platform learning through a combination of professional-grade instructional videos, digital versions of our Place-Based Units, teacher guides, and downloadable student activities. Since launching in 2020, our Free Lessons have attracted over 350 subscribers from across the region, demonstrating their value to teachers seeking relevant, standards-aligned content with local ecological context. This digital infrastructure enables ECO to reach educators in rural, under-resourced, and homeschool communities that may otherwise lack access to comprehensive environmental education programming.

With extensive experience working with middle schools across the Portland metro, ECO is uniquely positioned to meet the challenge of engaging this age group. Our Climate Action program empowers learners to explore the intersections between climate, land use, water systems, and environmental justice. Our programming is also a key component of the Rachel Carson School of Environmental Science in the Beaverton School District.

ECO's ability and efforts to reach a wide range of students across grades, learning modalities, and geographies are a direct result of our carefully designed, adaptable model. While later sections of this proposal will outline this in greater detail, it is important to emphasize that our approach allows for broad reach and long-term impact, potentially serving all of the schools in the District's service area, pending teacher interest and capacity. Our combination of flexible delivery, teacher empowerment, and durable educational resources allows for both immediate implementation and sustained growth. It is this strategic infrastructure, along with deep experience in classroom instruction, curriculum development, and community partnership, that makes ECO uniquely qualified and an effective partner for advancing watershed health education in Clackamas County.

Curriculum Selection and Educational Approach

Overview

ECO's approach to Watershed Health Education support is intentionally tiered and scalable. All curricula are aligned with key education frameworks, including NGSS, Oregon Science Standards, the Oregon Environmental Literacy Plan, the Excellence in Environmental Education Guidelines for Learning (Pre-K–12), and the National Research Council's "Successful K–12 STEM Education" report. Our interdisciplinary structure meets academic standards, engages multiple learning styles, and supports inquiry-based learning. Curriculum selection and tailoring will be guided by grade-level appropriateness, the District's priorities, and input from school partners. Every unit will undergo internal review and adaptation as needed to reflect all components detailed in section 3 of the RFP.

K-5 with Place-Based Units

ECO's robust and field-tested library of environmental education programs, which includes our Place-Based Units ("PBUs"), the "ECO Adventures" video series, the Climate Action program, and Ecology Enrichment lessons, serves as our starting point. Each program was developed to address key science themes while promoting academic excellence, cultural relevance, and real-world environmental problem solving. These resources form the foundation of our approach and will be adapted and sequenced to meet the specific goals of the Watershed Health Education Program and the needs of Clackamas County Schools.

For elementary grades (K-5), we will implement our PBUs; self-contained curriculum kits designed to provide immersive, standards-aligned lessons that focus on local ecosystems and environmental challenges. Spanning 20 years of refinement, they were developed in partnerships with classroom teachers, regional scientists, land managers, and cultural consultants, ensuring that they reflect both academic rigor and local environmental relevance. PBUs also incorporate Indigenous perspectives and Traditional Ecological Knowledge, ensuring that students are exposed to multiple ways of knowing.

Each unit is tailored to a specific grade level, and lessons are accompanied by national and state standards. These include units such as "Journey of a Drop," "Wetland Food Webs," "Native and Invasive Plants," "Beaver Adaptations," and "Beavers as Engineers," among others. PBUs address core concepts, including watershed systems, the roles of native and invasive species, wetland food webs, stormwater pollution, and sustainability. Each unit also includes visual aids, vocabulary cards, collaborative activities, student reflection prompts, games, and more, utilizing both formal and informal educational resources to support diverse learning styles and abilities.

Importantly, PBUs are designed to be interdisciplinary and intentionally integrate science concepts with social sciences, English language arts (ELA), mathematics, and art. For example, in our *Journey of a Drop** unit, students first receive the foundational science lesson where they explore the movement of water through Earth's systems by drawing the cycle, imagining themselves as a water droplet traveling through clouds, oceans, rivers, lakes, soil, and glaciers, and participating in a role-playing game that reinforces vocabulary like evaporation, condensation, precipitation, and surface runoff. This sets the stage for deeper cross-curricular integration as students move through a social science lesson where they use legends, compasses, and scales to map the Columbia watershed, a math lesson where students collect and graph real-world data to analyze rainfall patterns across Oregon, an ELA lesson where students practice creative writing by writing imaginative stories from the perspective of a water droplet. In the art lesson, students interpret the movement of water artistically using watercolor blow painting to depict precipitation and runoff across different landscapes. This cross-curricular approach not only reinforces academic standards but also supports multiple learning styles and enhances student engagement, making science more meaningful and relevant across disciplines.

*See Attachment A for the instructions to access an example Place-Based Unit

Curriculum Selection and Educational Approach

Virtually-Based & Homeschooled students

Our “ECO Adventures” video series serves as virtual learning extensions for PBUs or standalone educational tools for classroom, hybrid, and home-based learning environments. These professionally produced, engaging videos bring watershed concepts to life through storytelling, animations, and field demonstrations. They ensure continuity of learning and accessibility for students of different learning styles and those who cannot participate in field-based instruction.

These videos, along with a wide range of digital curriculum resources, are housed on ECO’s online learning platform, teach.ecologyoutdoors.org. This platform will provide streamlined access to our full library of virtual content, including digital versions of our PBUs, downloadable student worksheets, teacher guides, and multidisciplinary extension lessons. ECO will also offer a PBU loaning system that provides access to physical materials, including specimen samples, activity kits, themed props, flashcards, visual aids, and inquiry tools.

These will be available to homeschool families, microschools, and independent educators to further support opportunities for making these resources available to virtually-based and homeschooled students. By combining high-quality digital content with physical learning tools and field-tested curricula, ECO ensures that watershed education remains accessible, flexible, and effective.

In addition to supporting schools and teachers, ECO has 22 lessons in English and 9 lessons in Spanish freely available to parents, families, and community members through the teach.ecologyoutdoors.org platform, with plans to expand our Spanish-language offerings. Each lesson includes tips and suggestions for taking learning outdoors and extending teaching beyond the classroom. These free lessons are designed to be low-barrier and place-based, encouraging families to explore their own neighborhoods, local parks, and natural areas while engaging with key watershed and environmental science concepts.

Secondary Programming with CRBC

For grades 6-12, ECO will expand upon our foundation science curriculum by integrating our Climate Action Program and launching a dynamic partnership with the Clackamas River Basin Council (CRBC) to deepen engagement, promote stewardship, and align with WES’s educational goals.

Our Climate Action program provides middle and high school students with opportunities to explore the connections between climate change, land use, the built environment, and water systems. Lessons address real-world issues, such as urban heat islands, local climate vulnerabilities, and water usage, empowering students to co-create solutions, including rain gardens. This program also supports deeper learning through interactive games, such as the “The Climate Change Game,” and is extended through field trips and action projects in partnership with community organizations.

Through engaging classroom sessions, projects, and hands-on experiences, students learn to analyze local data, evaluate community challenges, and design and implement action plans to improve watershed health.

In partnership with CRBC, we will enhance our programming by utilizing technology to lead immersive experiences and prepare students for direct restoration work. CRBC educator(s) will visit classrooms to lead interactive sessions using virtual reality headsets that allow students to explore local watershed sites through a 360° lens. These sessions are accompanied by a structured activity designed to reinforce learning and build excitement for an in-person stewardship field experience.

By anchoring learning in the local watershed and integrating real-world contexts, PBUs help students see how their everyday choices affect their environment and empower them to be part of the solution.

Field Experiences, Program Evaluation, & Adaptation

On-site Field Experiences

ECO's programming also includes a robust fieldwork component that strengthens classroom learning, promotes place-based connections, and reinforces student stewardship. Field visits are structured by grade level and increase in complexity and responsibility across K-12:

- **Schoolyard Field Trips:** Third and fourth-grade students will participate in local, schoolyard-based field experiences supported by ECO educators. These visits foster familiarity with the ecological concepts introduced in PBUs, incorporating habitat mapping, natural observation, and stewardship projects such as pollinator gardens, rain gardens, or native plant installations, depending on the available resources at each school.
- **Natural Area Field Trips:** Fifth-grade students will participate in ECO-led excursions to nearby natural areas for in-depth watershed learning. Activities may include water quality testing, restoration work, and guided exploration of watershed and stormwater infrastructure. Field sites may include Kellogg Creek Water, Resource Recovery Facility, the Tri-City Water Resource Recovery Facility, and the Three-Creeks Protected Area.
- **Middle and High School Field Visits:** Students in grades 6 through 12 will participate in collaborative field experiences facilitated by both ECO and CRBC. These will expand upon the Clackamas360 VR tour and follow-up restoration and exploration activities such as macroinvertebrate sampling, riparian habitat assessment, and stream enhancement projects. Older students will also participate in multi-day projects that combine active stewardship and learning; these activities include conducting salmon tosses to supplement stream nutrients, visiting working restoration sites, and learning from professionals through service-learning. Field sites may include the Kellogg Creek Water Resource Recovery Facility, the Tri-City Water Resource Recovery Facility, and the Carli Creek Water Quality project.

Evaluation and Adaptation

ECO's evaluation strategy is designed to ensure accountability, track progress over time, and facilitate the ongoing refinement of our program to meet the needs of students, teachers, and the community. We will submit quarterly progress reports summarizing the number of class visits, field trips, participating classes, and total students served during each period. These reports will also highlight program milestones achieved, implementation challenges, and any adjustments.

Each year, we will submit curricula, pre-assessment tools, and schedules as outlined in section 3.3.2 of the RFP. Assessments will evaluate students' baseline understanding of key watershed concepts, environmental behaviors, and attitudes toward stewardship. Post-assessments will be administered after each year's final lesson session and analyzed to measure student growth.

Pre- and post-program surveys will evaluate knowledge gains in watershed systems, pollution prevention, and ecological interactions, along with changes in students' confidence engaging with nature and their likelihood to adopt pro-environmental behaviors.

Additional evaluation tools include student reflections, educator feedback forms, and tracking of site-level indicators such as invasive species coverage and native plant survival.

An annual Effectiveness Evaluation Report will be submitted to WES by July 1 each year. This comprehensive report will include an analysis of student outcome data, survey results, teacher evaluations, and participation metrics disaggregated by school and grade. The report will also offer narrative insights into program highlights, community engagement outcomes, and recommendations for curriculum or delivery adaptations. These evaluations will help guide iterative improvement of the program and ensure alignment with WES's goals of increasing public awareness, reducing stormwater pollution, and fostering long-term watershed stewardship.

Delivery Model and Timeline

Instructional Methods and Delivery Model

ECO will implement a hybrid teaching model that blends classroom teaching, field-based outdoor learning, and digital engagement tools. This approach enables us to reach students in various learning environments while supporting educators with professional development and resources.

ECO educators will deliver classroom lessons on a rotating basis, focusing primarily on foundational science concepts and key field-based components. The “ECO Adventures” video series also provides the foundational science lesson. Classroom teachers will implement the remainder of the curriculum using our PBUs. These kits are designed to be self-contained, enabling educators to deliver content confidently and independently.

ECO educators are also available to co-teach, based on teacher preference and school capacity. By providing flexible support and equipping teachers with robust tools, we ensure that programming is both scalable and sustainable beyond our direct involvement.

Virtual and home-based learners in the program will receive access to ECO’s online platform, which hosts our PBUs, video series, downloadable worksheets, and hands-on activities. PBUs may also be borrowed through a loaning program. Initially, a partial set of 5 kits will be available, one for each grade level (K-5). In year 2, the second half will be added to complete the set.

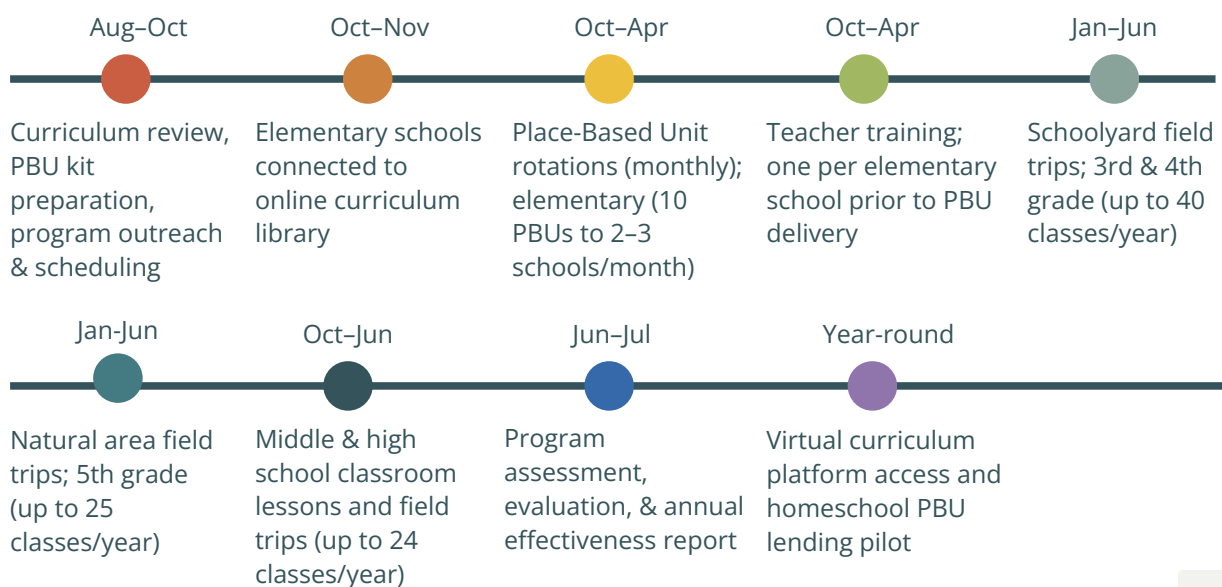
Our instructional methods prioritize student-centered learning and are informed by current best practices in educational and youth development. These include:

- Inquiry-based learning and scientific modeling
- Creative and data-based expression, such as journaling, graphing, and storytelling.
- Collaborative, kinesthetic activities, including games, sorting tasks, and problem-solving.
- Field-based learning, such as biodiversity walks, water testing, native planting, mapping exercises, and stormwater investigations.

Our delivery model also reflects a commitment to the principles of inclusive education. Lessons enable students to draw their own conclusions, encouraging them to consider how different communities understand and interact with watershed systems and analyze human-environment relationships from various perspectives.

Our curriculum undergoes multiple rounds of review and tailoring to ensure that the content is respectful, inclusive, and reflective of students’ lived experiences. We integrate local histories and knowledge systems into our teaching whenever possible while also creating space for students to bring their own perspectives into environmental learning.

Timeline



Scope of Work

Task 1: Program Management

ECO will coordinate scheduling with school administrators and teachers, manage communications, track project expenses, distribute and maintain instructional materials, and ensure timely reporting.

Deliverables: 4 quarterly invoices and 4 progress reports per year, 1 annual work plan, 2 implementation schedules per year.

Task 2: Curriculum Development

The project team will refine up to 8 Climate Action and watershed education lessons for grades 6–12. These will be hosted online and made available to all 13 middle and high schools in the WES service area. Regular updates to PBUs and lessons as needed.

Deliverables: up to 8 lessons, uploaded digital lessons, refined curriculum

Task 3: Program Marketing and Relationship Building

The project team will connect with Meagan Sternberg, the K-12 Science Instructional Coach for the North Clackamas School District (“NCSD”), and principals from elementary, middle, and high schools to share program offerings, coordinate schedules, and align with NCSD goals.

Deliverables: Outreach to all 31 schools, 1 outreach packet with program information, individual meetings and/or email communications with participating schools.

Task 4: K-5 Place-Based Units and Teacher Training

In Year 1, ECO will distribute PBUs to 12 participating elementary schools, delivering a total of 20 units (2 per grade, 1st–5th). Each school will receive the set throughout the year on a rotating basis. In Year 2, an additional 10 PBUs will be produced to expand programming to 6 more schools. Each school will receive one teacher training prior to PBU delivery.

Deliverables: PBU curricula, Year 1: 20 Place-Based Units in rotation, up to 12 teacher trainings. Year 2: 10 additional Place-Based Units, up to 18 teacher trainings, inclusive of new teachers

Task 5: K–5 Outdoor Field Experiences

ECO will provide schoolyard or neighborhood park field trips to all 3rd and 4th-grade classes in participating schools and lead natural area service-learning trips for 5th-grade students.

Deliverables: Up to 40 3rd and 4th-grade classes participating in field experiences annually, up to 25 5th-grade classes participating in field experiences annually

Task 6: Grades 6–12 Program Delivery

CRBC, with support from ECO staff, will deliver classroom lessons and field experiences to middle and high schools. Each participating class will receive one classroom-based lesson and one field trip.

Deliverables: Up to 12 classroom lessons and 12 field experiences for 6th–8th grade (24 per year). Up to 12 classroom lessons and 12 field experiences for 9th–12th grade (24 per year).

Task 7: Virtual Educational Platform and Place-Based Unit Lending Library

ECO will finalize uploads and maintain its digital learning platform to support students who are virtually based and homeschooled. ECO will pilot a PBU lending library for the program.

Deliverables: Annual online memberships for all 31 schools with individual access for teachers. Access for homeschool and virtually-based learners in WES boundaries. 5 PBUs initially available for check-out through the lending program, with potential for 5 more in year 2. Free lessons available for families.

Task 8: Evaluation and Reporting

ECO will administer baseline and post-program assessments, collect educator feedback, and monitor field site impact indicators (e.g., native plant survival, habitat condition). A comprehensive evaluation report will be submitted at the end of each school year.

Deliverables: 1 annual Effectiveness Evaluation Report (1 per year) 1 pre-program assessment, 1 post-program assessment (4 total), Additional Evaluation tools, Educator Feedback forms from participating teachers (up to 50 per year)

Fees

Item	Description	Cost (Year 1)	Cost (Year 2)
PBU Sets	One set of curriculum kits (10 total kits) for rotating use across elementary schools; 2 per grade level (K-5). Includes student materials, teacher guides, and hands-on learning tools. Year 1 (2 sets included) Year 2 (1 set included)	\$30,000	\$15,000
PBU Loaner Set (WES)	Partial set of curriculum kits (5 total kits) to be made available for check-out by homeschool families, microschools, and partner educators. Set completed in year 2	\$7,500	\$7,500
Digital Platform Access	Annual membership for all participating schools in the District, offering digital access to ECO Adventures videos, virtual PBUs, downloadable lessons, and educator resources. Year 1 (25 schools) Year 2 (31 schools)	\$6,250	\$7,750
Curriculum Development & Adaptation	Refinement of Climate Action lessons, review and alignment of PBUs and Watershed Health curriculum to meet the District's educational and regulatory goals.	\$7,000	\$3,500
Watershed Education Lessons	In-classroom watershed science instruction and lesson delivery for middle and high school students, supporting up to 24 classes.	\$7,200	\$7,560
Schoolyard Field Trips (3rd-4th)	On-campus field experiences for up to 40 elementary school classes, led by ECO educators. Includes habitat investigations and schoolyard-based data collection.	\$12,000	\$12,600
Natural Area Field Trips (5th-12th)	Field trips to local natural areas for 5th grade (up to 25 classes), middle school grades 6-8 (up to 12 classes), and high school (up to 12 classes).	\$26,500	\$27,825

Quoted prices are inclusive of all costs associated with implementation, such as labor, travel expenses, materials, equipment, administrative support, and all other direct and indirect expenses needed to fulfill the scope of work.

The not-to-exceed cost for the services outlined in this proposal for year one is \$96,450 and \$81,735 for year two. **The total not-to-exceed cost for this proposal is \$178,185.** Any changes to the project scope or associated costs will be made only with the written authorization from a District representative.

Team Member	Role	Hourly Rate
Sarah Woods	Executive Director	\$60
Carina Zehr	Program Manager	\$40
Alexandra Gordon	Program Manager	\$40
Paul Foreman	Lead Educator & Curriculum Manager	\$35
Dakota Hufford	Communications and Program Coordinator	\$40
Amy Barton	Communications and Stewardship Program Manager	\$45

References

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5. Teresa Jaramillo (Newly engaged client)

Principal
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6. Charlotte Trowbridge

Education & Grants Program Manager
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Phone: (503) 277-3709
Email: charlotte.trowbridge@tualatinswcd.org

Attachments

Attachment A: Journey of A Drop PBU

To supplement this proposal, we have created a guest account to provide access to a full digital version of one of our PBUs through ECO's online learning platform, teach.ecologyoutdoors.org. The committee may explore *Journey of a Drop*, a third-grade watershed science unit. To access the unit:

1. Visit teach.ecologyoutdoors.org
2. Log in using the following credentials:
username: Guest@ecologyoutdoors.org
password: ECOisGreat2025!
3. Once logged in, navigate to the right-hand panel under "Subscriptions"
4. Click on "Journey of a Drop" to view the full curriculum

Inside the unit, you will find the complete teacher guide, vocabulary cards, visual presentations, and student activity sheets. This sample demonstrates how ECO PBUs are organized, how they integrate with standards, and how they facilitate hands-on multidisciplinary science learning in classrooms.

Attachment B: ECO Adventures Trailers

Each PBU in ECO's curriculum is accompanied by an original ECO Adventures video. These 10-15 minute videos highlight local landscapes and themes found in the foundational science lesson. They feature ECO educators in the field and are intentionally designed for both classroom and independent learning.

To preview these videos, we have provided access to the trailers for select PBUs. Scan the QR codes below or follow the links to view the trailers:



[What are PBUs?](#)
(link)



[Journey of A Drop](#)
(link)



[Beaver Adaptations](#)
(link)



[Habitat who am I?](#)
(link)



[Wetland Food Web](#)
(Link)



[Beavers as Engineers](#)
(link)



[Bug-O](#)
(link)

The included links and login credentials are provided solely to support the Evaluation Committee's review of this proposal. Access to the ECO Adventures video trailers and the sample Place-Based Unit is intended for informational purposes only. Access does not enable interaction with ECO staff or representatives and does not involve or constitute direct communication with County staff or members of the Evaluation Committee.