

environment. This has been shown to increase a student's academic achievement performance, enthusiasm and engagement for learning, and encourages greater pride and ownership in the environment. The environment can provide a platform upon which educators can create a curriculum that interests learners and revitalizes teachers. Environmentally educated individuals can become effective future workers, problem solvers, and thoughtful community leaders and participants.

II. Areas of Interest

Proposals should address one of the two areas of interest: (A) "Meaningful" Outdoor Experiences for Students; or (B) Professional Development in the Area of Environmental Education for Teachers. Potential recipients may submit separate proposals for each area.

A. "Meaningful" Outdoor Experiences

The B-WET Program seeks proposals for projects that provide opportunities for students (K through 12) in the Monterey Bay (CA) watershed to participate in a "meaningful" outdoor experience. The environment provides an excellent opportunity for education. In many cases, tidal and non-tidal waters and the surrounding landscape can provide "hands-on" laboratories where students can see, touch, and learn about the environment. In other cases, the environment can be brought alive to the classroom through a strong complement of outdoor and classroom experiences. The environment can provide a genuine, locally relevant source of knowledge that can be used to help advance student learning skills and problem-solving abilities across the entire school curriculum. The B-WET Program is strongly committed to expanding the knowledge and participation of a diverse student population in marine and environmental education. This population may include, for example, disabled or minority students, or students who are from rural communities in the Monterey Bay (CA) watershed.

Proposals submitted under this area should address the following elements and types of activities:

1. *"Meaningful" outdoor experiences should make a direct connection to the marine or estuarine environment:* Experiences should demonstrate to students that local actions can impact the greater water environment (i.e., Monterey Bay). Experiences do not have to be water-based activities as long as there is an intentional connection made to water quality, the watershed, and the

larger ecological system, outdoor experiences may include terrestrial activities.

2. *"Meaningful" outdoor experiences are hands-on and investigative or project-oriented:* Experiences should include activities where questions, problems, and issues are investigated through data collection, observation, and hands-on activities. Experiences should stimulate observation, motivate critical thinking, develop problem-solving skills, and instill confidence in students. Experiences should not be limited to tours, museum visits, simulations, demonstrations, or "nature" walks but should encourage the student to assist, share, communicate, and connect directly with the outdoors. Experiences can include the following kinds of activities: (1) Investigative or experimental design activities where students or groups of students use equipment, take measurements, and make observations for the purpose of making interpretations and reaching conclusions; (2) Project-oriented experiences, such as restoration, monitoring, and protection projects, that are problem solving in nature and involve many investigative skills; and (3) Social, economic, historical, and archaeological questions, problems, and issues that are directly related to California peoples and cultures. These experiences should involve fieldwork, data collection, and analysis.

3. *"Meaningful" outdoor experiences are part of a sustained activity:* Experiences should consist of more than just the outdoor experience. Though an outdoor experience itself may occur as one specific event, occurring in 1 day, the total duration leading up to and following the experience should involve a significant investment of instructional time. An experience should consist of three general parts, not necessarily occurring in this order: a preparation phase; an outdoor phase; and an analysis, reporting phase. Projects should provide teachers with the support, materials, resources, and information needed to conduct these three parts. The preparation phase should focus on a question, problem, or issue and involve students in discussions about it. The action phase should include one or more outdoor experiences sufficient to conduct the project, make the observations, or collect the data required. The reflection phase should refocus on the question, problem, or issue; analyze the conclusions reached; evaluate the results; and assess the activity and the learning.

4. *"Meaningful" outdoor experiences are an integral part of the instructional program:* Experiences must be clearly part of what is occurring concurrently in the classroom. The outdoor experiences should be part of the division curriculum and be aligned with the California academic learning standards. Experiences should make appropriate connections among subject areas and reflect an integrated approach to learning. Experiences should occur where and when they fit into the instructional sequence.

5. *Projects demonstrate partnerships:* Project proposals should include partners involving any of the eligible applicants. Partnerships refers to the forming of a collaborative working relationship between two or more organizations. The B-WET Program strongly encourages applicants to partner with schools and/or school systems. All partners should be actively involved in the project, not just supply equipment or curricula.

B. Professional Development in the Area of Environmental Education for Teachers

The B-WET Program seeks proposals for projects that provide K-through-12 teachers in the Monterey Bay (CA) watershed opportunities for professional development in the area of environmental education. As the purveyors of education, teachers can ultimately make meaningful environmental education experiences for students by weaving together classroom and field activities within the context of their curriculum and of current critical issues that impact the environment. Systematic, long-term professional development opportunities will reinforce a teacher's ability to teach, inspire, and lead young people toward thoughtful stewardship of our natural resources. The B-WET Program is strongly committed to expanding the knowledge and participation of a diverse teacher population in marine and environmental education. This population may include, for example, disabled or minority teachers, or teachers who are from rural communities in the Monterey Bay (CA) watershed.

Proposals submitted under this area should address the following elements and types of activities:

1. *Professional development courses follow the teaching of a "meaningful" outdoor experience and encourage the teacher to conduct an experience in his/her classroom:* Professional development courses for the teacher should ultimately benefit the student. Projects should be structured so that the