



Environmental Education Grant Program Application Package

www.chesapeakebaytrust.org / 410-974-2941

AT A GLANCE

The 2019 Environmental Education Grant Program is designed to engage Maryland students in classroom and field based activities that increase knowledge and stewardship of local rivers, streams and the Chesapeake Bay.

This grant program welcomes applications for projects in all areas of the state of Maryland.

In this Application Package:

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Deadlines:

4pm, December 6, 2018

Decisions made February 2019

Request Level:

Multi-year requests (2-3 years)

\$5,001 - \$40,000 per year for up to 3 yrs

Single year requests (March 2019 –

August 2030)

\$5,001 - \$40,000 for 1 year

Submit Your Application online by following the instructions at:

www.cbtrust.org/grants/environmentaleducation.



www.bayplate.org

Introduction

The Chesapeake Bay Trust promotes public awareness and participation in the restoration and protection of the water quality and aquatic and land resources of the Chesapeake Bay region and other aquatic and land resources of the State. Since 1985, the Trust has awarded over \$90 million in grants to schools, nonprofit organizations, and public agencies throughout Maryland.

The Trust is supported by purchases of the *Treasure the Chesapeake* license plates, the Chesapeake Bay Fund tax check-off option on the Maryland State income tax form, partnerships, and donations from individuals and corporations. The Trust greatly appreciates your support which makes our programs possible.

Goals of the Grant Program

The Trust believes the recovery of our local streams, rivers, and the Bay – the future health of our environment, economy, and communities – depends on an environmentally literate and engaged citizenry. The Trust seeks to increase understanding and stewardship of the Chesapeake Bay and local environment by providing grants that build and/or expand pre-K through 12 environmental literacy programs using the Meaningful Watershed Educational Experiences (MWEE) model. MWEEs are simply a type of project-based learning that consists of investigating local environmental issues through a combination of learning in the classroom and outdoors which culminates in students addressing their issue through an action project in their school or community. MWEEs incorporate a number of best education practices in an effort to increase student achievement, 21st century skills, student engagement, and environmental stewardship. More information and guidance on the MWEE model can be found at the link below:

www.cbtrust.org/grants/environmentaleducation

The Trust seeks applications from school districts and organizations new to environmental education grant-making as well as organizations experienced in environmental literacy programs. All applicants, but particularly new applicants, are welcome to contact the Trust for assistance in applying.

The Trust is committed to the advancement of diversity and inclusion in its grant-making and environmental work. As a result, the Trust strongly encourages grant applications directly from underrepresented groups and for projects that increase awareness and participation of communities that are traditionally underrepresented, such as communities of color. For a full description of the Trust's efforts to engage under-engaged groups, please see our 2015-2020 Strategic Plan at www.cbtrust.org/strategic-plan.

As a partner of Project Green Classrooms in Maryland, the Trust is committed to supporting efforts to reconnect children with the outdoors, specifically through effective implementation of the graduation requirement in Environmental Literacy for Maryland Public Schools. The Trust is

also committed to further advancing the regional efforts of the 2014 Chesapeake Bay Agreement's Environmental Literacy Goal of every student experiencing at least one MWEE in elementary, middle, and high school. As a result, the Trust's Environmental Education initiatives focus on building the capacity of educators to implement comprehensive and sustainable environmental education program for all of Maryland students.

Project Types

The Trust invites two types of project proposals, Multi-Year Requests or Single Year Requests described in more detail below. Regardless of the type of project requests funds can support personnel, contractual, transportation, supply, and other costs associated with: planning, development, alignment, and/or adaptation of curriculum; lesson plans and student resources; teacher professional development; establishment of teacher and school support networks; equipment and materials; and costs associated with outdoor learning experiences and student action projects. All applicants are encouraged to work with local partners in all aspects of program development and implementation.

Multi-Year Requests: Projects from \$5,001 to \$40,000 per year for up to three years (maximum \$120,000 total award over years 2019 - 2022). The Trust anticipates making 1-3 multi-year awards. Applicants can submit two year or three year requests but all applicants for multi-year requests MUST contact Trust staff before submitting a proposal. This is a critical step that will allow the Trust to work closely with potential applicants to develop competitive proposals.

Multi-year proposals should focus on the development and implementation of systemic MWEEs in school districts throughout Maryland. Systemic MWEEs programs reach the entire student population in one or more grades and ensure that the teachers of these students receive high quality professional development to give them the content knowledge and pedagogical skills for outdoor learning to support all elements of a MWEE. Systemic projects encourage ownership from a broad range of constituents and promote long-term sustainability of the MWEE program in a school district. These programs require leadership and support from the school district, however, because of the broad reach of systemic projects, partnerships with nonprofits and government agencies are often required to ensure all students fully receive every component of a MWEE and all teachers receive extensive and meaningful professional development.

Single Year Requests: Projects from \$5,001 to \$40,000 for a grant period of March 2019 – August 2020. The Trust anticipates making 6-8 awards at this level.

The Trust highly encourages single year proposals to focus on the development and implementation of systemic MWEEs in school districts throughout Maryland. However, the Trust recognizes there are organizations and school districts that strive to implement high quality MWEE programs, but face significant challenges and barriers in meeting the rigor of systemic implementation. Single-year proposals can include:

- 1) The development and implementation of systemic MWEE programs in a school district.
- 2) The development and piloting of a MWEE program in a school district that is striving towards systemic implementation eventually, but that may not occur during the grant period.
- 3) Projects that propose an innovative approach to using the MWEE model that is not appropriate for systemic implementation.

All proposed programs must use the MWEE model. The Trust highly recommends reviewing [An Educator's Guide to the Meaningful Watershed Education Experience](#) which was developed by the Chesapeake Bay Program, NOAA, Chesapeake Bay Foundation, and the Chesapeake Bay Trust before applying for guidance and resources in how to design a MWEE.

The Meaningful Watershed Educational Experience (MWEE) model is simply a type of project-based learning that consists of an investigation into a local environmental issue through a combination of learning in the classroom and outdoors which then culminates in students addressing their issue through action in their school or community. MWEEs incorporate a number of best education practices in an effort to increase student achievement, 21st century skills, student engagement, and environmental stewardship. MWEEs should be investigative and project oriented, include indoor and outdoor study, provide both structured and unstructured outdoor learning experiences which can be onsite at the school or offsite, be integrated with classroom instruction, incorporate time for reflection and communicating what they have learned, utilize the local community and environment, and be part of a sustained program or activity for participating students.

MWEE Programs must include all four Essential Elements:

- 1) **Issue Definition:** Students focus on an environmental question, problem, or issue requiring background research and investigation. They learn more about the issue through classroom instruction, making observations, the collection of data, conducting experiments, talking to experts, and reviewing credible publications. They also reflect on their personal experiences and values related to the issue. This process should be age appropriate with practices growing in complexity and sophistication across the grades, starting with educator guided investigation and progressing to student-led inquiry. As students mature, the level and complexity of inquiry will likewise progress.
- 2) **Outdoor field experiences:** Students participate in multiple outdoor field experiences sufficient to collect the data or make observations required for answering the research questions and informing student actions. Students should be actively involved, to the extent that is age appropriate, in planning the investigation, taking measurements, or constructing the project within appropriate safety guidelines, with teachers providing instruction as needed. These experiences can take place off-site and/or on the school grounds.
- 3) **Action projects:** Students participate in an age appropriate project during which they take action to address environmental issues at the personal or societal level. These projects provide students with a better understanding of the actions that they can take to protect and conserve natural resources, and allow them to have a sense of control over the outcome of environmental issues. To the extent possible, action projects should be student directed and can take the form of on-the-ground restoration projects on school grounds or in their community, or can be focused on increasing student civic engagement.
- 4) **Synthesis and conclusions:** Students analyze and evaluate the results of their investigation of the issue. Students make conclusions based on their research, experiences and data analysis and consider alternate hypotheses. Students should synthesize and communicate results and conclusions to an external audience such as other classrooms, schools, parents or the community. This allows students to become agents behind their own actions and decisions. This should be occurring multiple times throughout the MWEE.

MWEE Programs should include the four Supporting Practices:

- 1) **Active Teacher Support:** While external partners are entirely appropriate to support MWEEs, teachers should actively support all elements of the MWEE for their students, including issue definition, field experiences, action projects, and synthesizing the information. MWEEs should be connected to what is occurring in the classroom; therefore, teachers are in the best position to help students make connections and draw on past lessons, serve as environmental role models and enhance students' overall educational experience. In order to support student experiences, teachers should have appropriate knowledge of environmental issues, skill in connecting these issues to their curriculum, and competency in environmental education pedagogy, including the ability and confidence to teach outdoor lessons and to lead students in critical thinking about environmental issues.
- 2) **Classroom Integration:** Programs should be integrated into what is occurring concurrently in the classroom, and ideally should occur where and when they fit into the instructional sequence. Specifically, programs should provide authentic, age-appropriate, engaging multi-disciplinary content to address academic standards. Specifically, elements of science ([NGSS](#)), math ([Career and College Readiness](#)), and/or social studies ([C3 Framework](#)) standards related to questioning and investigation, evidence-based analysis and interpretation, model and theory building, knowledge of environmental processes and systems, skill for understanding and addressing environmental issues, and personal and civic responsibility align well with MWEEs. Non-school activities may enrich traditional classroom curriculum when needed, though this should be documented and supported by local education agencies.
- 3) **Local Context:** The local community and environment should be viewed as a primary resource for student experiences. Programs should utilize local resources/places in a community that can provide an engaging setting for outdoor learning (e.g. the Chesapeake Bay, a stream near a school, a school building and its grounds, local parks or undeveloped areas, and/or developed areas such as parking lots, ball fields, and marinas, city blocks, etc.). Place-based education promotes learning that is rooted in the unique history, environment, culture, economy, literature, and art of a student's schoolyard, neighborhood, town or community and thus offers students and teachers the opportunity to explore how individual and collective decisions impact their immediate surroundings.
- 4) **Sustained Activity:** Programs should be a sustained activity that stimulates and motivates the student from beginning to end. Though a field experience itself may occur as a specific event in one day, the MWEE includes the total duration leading up to and following the outdoor field experience. Each component should involve a significant investment of instructional time, incorporate time for reflection, and include all students.

For requests \$5,000 and under, please consider applying for a Trust Environmental Education Mini Grant.

The following criteria will be used by external technical expert reviewers to evaluate applications under the Environmental Education Grant Program. The Trust staff will serve as guidance through the review phase. Preference will be given to applications that meet multiple criteria.

Scoring criteria for all requests:

- **General Quality of Application** (Scale of 1 – 5): What is the level of completeness and attention to detail? Is all required application components included for sound evaluation of the application? Is the program proposed consistent with the intent of the Request for Proposal (RFP)? Does the applicant justify the need for the program and the elements proposed?
- **MWEE Essential Elements** (Scale of 1-20): How strongly does the proposed program meet each of the four Essential Elements of the MWEE model (issue definition, outdoor field experiences, action project, synthesis and conclusion)? To demonstrate this, applicants must include a completed [*Environmental Literacy Model \(ELM\) Planning Document*](#).
- **MWEE Supporting Practices** (Scale of 1-15): How strongly does the proposed program meet each of the four Supporting Practices of the MWEE model (classroom integration, local context, active teacher support, sustained activity)
- **Likelihood of Success** (Scale of 1-10): What is the likelihood of success if this project were to move forward? Success should be defined as the accomplishment of outcomes proposed. Does the applicant appear to have the capacity to achieve the stated goals and objectives (e.g. necessary staff and qualifications, track record, facilities, resources, etc.)?
- **Partnerships** (Scale of 1-5): Are the selected partnerships appropriate in supporting the development and/or delivery of the program? Are any partners missing that should have been engaged?
- **Professional Development** (Scale of 1-15): Does the professional development model some or all of the MWEE elements and pedagogy, as much as possible, in the delivery. Some examples include project-based learning, using the outdoors as a context for learning, facilitating action projects, place-based education, facilitating an issue investigation with a driving question, etc. Does the professional development increase the environmental literacy of the participants by building their knowledge of environmental concepts, engaging them in natural settings, and educating them about solutions that will help them be environmental role models to students? Does the professional development attempt to include at least 30 hours of instructional and ongoing support time in environmental education?
- **Sustainability** (Scale of 1-10): Does the proposal address program sustainability and/or demonstrate a commitment to support and sustain the program beyond the grant period from all essential partners? Has the applicant addressed the need for ongoing resources in order to maintain the value of the program?
- **Assessment/Evaluation** (Scale of 1-10): Has the applicant proposed a relevant and robust evaluation plan that will be used to improve program sustainability in the future? Does the evaluation plan assess student learning, 21st century skills, attitudinal changes, and/or building a stewardship ethic?
- **Cost Effectiveness /Budget** (Scale of 1-10): Is the budget detailed, appropriate, and cost effective? Are the line items budgeted justified in the narrative, particularly the amount of staff time required for the project and the tasks (and hours per task) associated with staff time requested? In-kind and cash match is not required but will be viewed favorably. Projects showing matching contributions of funds or in-kind services from project partners and other sources will receive higher scores in this criterion where appropriate. If contractual costs are requested, are the qualifications of the consultants provided? Qualifications of the consultant should be uploaded to the online application as supporting documentation. Volunteer hours should not be shown as match in the budget but should instead be reflected in the deliverables section.

Systemic MWEE Requests Criteria:

- Applications must work with local school district partners to establish a systemic MWEE program that is integrated into curriculum, aligns with academic standards, and reaches the entire student population in one or more grades.
- Applicant must be a school district or eligible entity working in partnership with a school district. The best applications will include committed partnerships between a school district and local organization(s) that supports the delivery of the program through curricular and professional development and resources and opportunities that extend and enrich the learning experience into the local environment and community.
- Programs should be aligned with the school district's long-term environmental literacy vision and strategy (i.e. an Environmental Literacy Plan). *Letters of support from the school system and Environmental Literacy Plans should be included in the proposal.* If established, Environmental Literacy Plans should be available from the Environmental Literacy Lead for each school district.
- Applications should address sustainability in terms of a plan for funding the MWEE program after the grant period and long-term teacher professional development including ongoing support for trained teachers and how new teachers will be trained to account for turnover issues.
- The best applications will demonstrate how their systemic program will maintain fidelity and flexibility within the student-centered action project element of the MWEE long-term (e.g. students cannot install a rain garden every year).

All Requests Criteria:

- Applicant demonstrates need in the proposed school system to provide grant support for the development of the MWEE program.
- Applications must clearly explain how the proposed program meets the four MWEE Elements (issue definition, outdoor field experiences, action projects, synthesis and conclusions) and four Supporting Practices (classroom integration, local context, active teacher support, sustained activity). *The Trust requires applicants to submit with their application a completed [Environmental Literacy Model \(ELM\) Planning Document](#) as a tool in designing your MWEE.*
- Programs should include professional development for teachers and the other players involved in MWEE development and implementation these can include teachers, administrators, curriculum specialists, maintenance staff, environmental education providers and community partners in the collaborative development of curriculum, lesson plans, and field activities.
- The best applications will include teacher professional development that (1) models MWEE elements and pedagogy (e.g. project-based learning, using the outdoors as a context for learning, facilitating action projects, place-based education, facilitating an issue investigation with a driving question, etc), as much as possible, in the delivery, (2) increases the environmental literacy of the participants by building their knowledge of environmental concepts, engaging them in natural settings, and educating them about solutions that will help them become environmental role models to students, (3) includes at least 30 hours of instructional and ongoing support time, and (4) establishes an innovative support network to provide ongoing teacher development support.
- The Trust encourages applicants to incorporate [An Educator's Guide to the Meaningful Watershed Education Experience](#) and its complimentary tools in professional development trainings.
- Applications should include a description of how student learning, 21st century skills, attitudinal changes, and/or building a stewardship ethic will be evaluated. Assessment tools may include pre- and post-activity tests, interviews, observations, student portfolios, or other tools developed by the school and/or service provider. Assessment plans should be described in the proposal.
- Incorporating mentoring or green career components into the proposed program is encouraged.

Eligible Applicants

The Trust welcomes requests from state and local education agencies, public and independent higher educational institutions, government agencies, and nonprofit organizations. Funding can only be applied in the state of Maryland. If your organization category is not listed here, please contact the Trust to verify eligibility

prior to submitting your application. Applications submitted from organization outside of these categories may not be eligible for funding.

An Executive Officer and Project Leader, two separate individuals, must be identified for all applications. The Executive Officer and Project Leader must be able to make decisions on behalf of the organization either as a board member, an employee, or other approved position. The Project Leader will be responsible for all project coordination and correspondence with the Trust for the duration of the project. The Trust cannot conduct any official correspondence with contractors, consultants, or other project partners. If at any time the Project Leader cannot continue in the position, the organization must contact the Trust and assign a new qualified Project Leader. To avoid conflict of interest issues, individuals associated with for-profit entities to be engaged in the project cannot serve in either role.

Funding Availability and Restrictions

The Trust has made available \$400,000 for this grant program in Fiscal Year 2019. Individual applications may be submitted for amounts detailed below.

Multi-Year Requests: Applicants may request from **\$5,001 to \$40,000 per year for up to three years (Maximum \$120,000 total award over years 2019 - 2022)** for systemic MWEE projects. The Trust anticipates making 1-3 multi-year awards.

Single Year Requests: Applicants may request **\$5,001 to \$40,000 for a grant period of March 2019 – August 2020.** The Trust anticipates making 6-8 awards at this level.

All applicants are strongly encouraged to contact Trust staff to discuss proposals prior to the deadline; however applicants submitting a multi-year proposal must contact Trust staff to discuss their project.

The following cannot be funded in this program:

- Endowments, deficit financing, individuals, building campaigns, annual giving, research, fund raising or venture capital;
- Political lobbying;
- Reimbursement for a project that has been completed or materials that have been purchased;
- Projects and programs located outside of Maryland;
- Funding is generally restricted to projects on public property, property owned by nonprofit organizations, community-owned property, and property with conservation easements, unless otherwise specified in a grant program.

Project Timeline

For Multi-Year Requests projects should be completed within two to three years upon receipt of the grant award accounting for the school year, which means a two year proposal would end in August 2021 and a three year proposal would end August 2022. For Single-Year Requests projects should be completed within one year upon receipt of the grant award accounting for the school year, which means the proposal would end in August 2020.

When the project is complete, grantees are required to complete final reports, including submission of all invoices, receipts, and copies of timesheets for grants in the amount of \$25,000 or greater OR as specified in the grant award letter. Organizations with outstanding final reports will not be awarded additional grants.

Application Review

Each application is reviewed by a technical external peer review committee, called the Technical Review Committee (TRC), composed of individuals who are experts in the fields supported by this RFP and represent communities served by projects funded by this RFP. The TRC ranks and scores all applications based on the criteria above, then meets to discuss the application merits. The TRC then recommends a suite of applications to the Trust's Board of Trustees.

The Trust reserves the right to fund projects and budget items that advance its mission and meet its specific funding priorities and criteria.

To set applicant expectations prior to investing time in application, the Trust provides historical application approval rates for the same or similar programs: The average approval rate from the last three rounds in this grant program is 34%; this includes both fully and partially funded applications. The average approval rate of all applications to the Trust is 33%.

Contact

Please contact the Trust for assistance. For Environmental Education Grants Information or questions about the application and deadlines, contact Tara Drennan (tdrennan@cbtrust.org) at (410) 974-2941 ext 102.

Application Submission Instructions and Deadline

To apply for a grant, follow instructions at www.cbtrust.org/grants/environmentaleducation. Click on "New Applicant" and follow the on-screen instructions if you have not yet registered to use the system.

Applicants must submit proposals using our Online Grants System by **4:00 pm on December 6, 2018**. Late applications will not be accepted, and the online funding opportunity will close promptly at 4:00 pm.

Applicants are strongly encouraged to submit at least a few days prior to the deadline given the potential for high website traffic on the due date. The Trust cannot guarantee availability of Online Grant System technical assistance on the deadline date.

All applicants will receive a letter stating the decision. An application may be declined, partially awarded, or fully awarded. If approved, the Trust will send a grant agreement letter with grant conditions and due dates of status and final reports. The Trust will mail grant payments to the requesting organization following: a) the Trust's receipt of the signed grant agreement, and b) satisfaction of any award contingencies. In cases in which the grantee fails to submit a status report or final report by the due date, the Trust reserves the right to terminate the grant agreement and require a refund of funds already transferred to the grantee.

By submitting an application to this program, applicants acknowledge that: 1) they are compliant with federal employment and non-discrimination laws and 2) they have not been debarred, convicted, charged or had a civil judgment rendered against them for fraud or related offense by any government agency (federal, state or local) or been terminated for cause or default by any government agency (federal, state or local).

Application Instructions

When completing the online application process, you will be asked for the following information:

Organization Information:

- 1) Organization name (You must list the exact organization name to which the check will be issued if funding is approved. Please check with your finance office before submitting.)
- 2) Address and Phone Number

- 3) Mission of Organization
- 4) Organization Type
- 5) EIN Number

An Executive Officer and Project Leader, two separate individuals, must be identified for all applications. An Executive Officer and Project Leader, two separate individuals, must be identified for all applications. The Executive Officer and Project Leader must be able to make decisions on behalf of the organization either as a board member, an employee, or other approved position. The Project Leader will be responsible for all project coordination and correspondence with the Trust for the duration of the project. The Trust cannot conduct any official correspondence with contractors, consultants, or other project partners. If at any time the Project Leader cannot continue in the position, the organization must contact the Trust and assign a new qualified Project Leader. To avoid conflict of interest issues, individuals associated with for-profit entities to be engaged in the project cannot serve in either role.

Executive Officer of Requesting Organization: You will need to provide: name, title, address, phone, and e-mail.

Project Leader: You will need to provide: name, title, address, phone, and e-mail.

Grant Information:

- 1) Project Title
- 2) Amount of Trust funding requested
- 3) Grant Period: enter project start and end dates
- 4) Will the proposed program be systemic?
- 5) What grade levels will the proposed program reach?
- 6) In which stream, river or watershed will the project be located?
- 7) In which county will the project be located?

Project Abstract:

In a text box, you will be asked to provide a brief (3-4 sentences) summary of the project, including details such as type of project, location, and main objectives. The project abstract should be succinct and provide a clear idea of the project outputs based on intended outcomes.

Project Timeline:

You will be asked to enter major tasks into a table, with start and end dates.

Project Deliverables:

You will be asked to fill in a number of project outputs, including number of students and teachers reached, workshops held, volunteers engaged, trees planted, etc.

Volunteer Involvement:

Indicate the number of volunteers that will be involved, the total number of volunteer hours, and a description of volunteer activities.

Project Partnerships and Qualifications:

You will be asked to enter project partner organizations, individuals, their areas of expertise, and their role(s) in your project. Applicants are strongly encouraged to upload a letter of commitment for the project from each partner describing in detail the partner's role in or contribution to the project. Partners can include contractors as well as community groups working with you on your project. Applications including strong letter(s) of commitment often receive higher scores. If not submitted with application, letter(s) of commitment may be required prior to the release of any awarded funding. To better understand

the Trust's definition of letter of commitment please visit our Forms and Policies webpage:
<https://cbtrust.org/forms-policies/>.

Project Narrative Upload:

You will be asked to upload an MS Word or PDF file not to exceed 6 pages of text, excluding photos or materials such as letter(s) of commitment, addressing the following points. We recommend that you copy and paste the questions to use as an outline in your narrative to ensure that you address all questions. Additional file attachments may also be uploaded through this component; additional files should not exceed four files in total.

- 1) **Grant Purpose**. This should be 1 sentence that succinctly describes what the application is proposing to accomplish.
- 2) **Summary**: Describe the need for the program or gap it will fill and the goals and objectives of the proposed program as clearly as possible. For the purpose of this RFP, we define these terms in the following ways:
 - a. **Goal**: Overall aim the project will help achieve, which may be longer-term and extend beyond the grant
 - b. **Objective**: Specific, measurable implementation steps within the grant period that will help realize the goal.
- 3) **Background & Context**: Describe the background of the program? How was it identified? Indicate how this program supports the broader goals of your organization? If applicable, how does it align with the school district's environmental literacy goals (e.g. environmental literacy plan)? Include any county, state or national initiatives that it supports.
- 4) **Description**: Provide a description of the proposed program including how it meets the specific grant criteria and important logistical details about how the program will be implemented. Clearly define the activities that will be conducted during this program as well as the outputs and outcomes that will be met. Activities should include descriptions of key planning steps, instructional methodology, delivery method, professional development, student activities, and other critical elements of the program. Please note reviewers must be able to determine the duration and frequency of student MWEE activities in the classrooms and outdoors as well as the amount and type of professional development teachers are receiving. If multi-year, clearly differentiate between yearly activities. Be sure to describe how the following components are part of the overall program:
 - a. Alignment with academic standards and where it will be integrated into the curriculum.
 - b. Teacher professional development provided through the proposed program. Make sure to describe the activities including duration and frequency.
 - c. How the program meets the Meaningful Watershed Educational Experience (MWEE) model as defined in this funding opportunity and [An Educator's Guide to the Meaningful Watershed Education Experience](#). Make sure to describe the activities for each MWEE Essential Element including the duration and frequency as well as which MWEE Supporting Practices are met.
- 5) **Demographic Information**: In light of the Trust's commitment to the advancement of diversity in its grant-making, please provide demographic information about the community or population involved in or served directly by the program. . Please provide your organization's experience working within the specific community or population that you will be prioritizing. If you have not had significant experience within your prioritized demographic, please explain how you intend to address this issue; the Trust encourages applicants to establish partnerships with local organizations that may have greater cultural competencies within the targeted demographic(s).

- 6) **Experience:** Briefly describe your organization's experience in completing similar programs.
- 7) **History:** Have you applied for this program in the past? If yes, what has changed about your program since the last time that you applied? If so please give a very brief overview.
- 8) **Evaluation:** Describe how you will assess the effectiveness of your program and evaluate if the proposed outputs and outcomes were met. How will you learn which specific program components work and which need to be refined? How will you collect and synthesize information in order to innovate and strengthen your program in the future. Evaluation plans should be quantitative and qualitative and may include evaluation tools, observation or outside consultation. The Trust encourages applicants to plan for and include evaluation in the timeline and will consider requests for personnel time to conduct robust program evaluation.
- 9) **Sustainability:** Describe how the program will be sustained beyond the term of the grant period. Include information on how activities supported with Trust funds will be embedded in ongoing programs and or curriculum as well as efforts to diversify funding sources supporting the program to sustain activities beyond the grant term. For requests that include constructing schoolyard habitats describe how the project will serve as an outdoor classroom for teachers and students for at least the next 3 years.

Other Required Information:

- 1) All applicants *MUST* complete and submit the [Environmental Literacy Model \(ELM\) Planning Document](#) as a tool in designing your MWE.
- 2) Letters of commitment from project partners, school system administrators and/or principals, describing specifically their role in supporting the proposed program. Again, we prefer that these letters are included in the uploaded MS Word or PDF narrative document uploaded into the system; however, these letters may be included in the uploads section which is limited to five additional files.
- 3) To demonstrate how the proposal aligns with the school system's long-term environmental literacy vision, please attach the school district's Environmental Literacy Plan.
- 4) Examples of teacher lesson plans, scope and sequences, student worksheets, teacher professional development agendas, and other relevant documents that would assist reviewers in understanding the rigor of the proposed program.

Budget Upload:

You will be asked to upload your budget using the "Application Budget" worksheet of the Chesapeake Bay Trust's Financial Management Spreadsheet, an excel file template. The template is available in the online application and can be found by visiting www.cbtrust.org/forms.

- 1) Please be as detailed as possible.
- 2) For any staff cost requests, please list the percentage of overall time devoted to the project by each staff member in the budget item column. It is expected that all personnel included in budgets will be directly involved in the work conducted under this program. Requests that do not include full justification for personnel involved may not be fully funded. Salary costs must match payroll costs and may include no other costs. Benefits may not be combined with salary and must be listed separately.
- 3) Matching resources are not required but encouraged. Explain your efforts to seek matching resources for your project. Do not evaluate volunteer hours in terms of dollars. Please indicate whether each match entry is applied for, pledged, or in-hand. Matching/leveraged resources are encouraged. Please indicate whether each match entry is applied for, pledged, or in-hand. Indicate in the narrative whether your organization has requested financial support from any other sources for the project not listed as match in the budget submitted.

- 4) If multi-year, clearly differentiate between yearly budget items in the “Application Budget” worksheet of the Trust’s Financial Management Spreadsheet. Start the Budget with typing in Year 1 in the first available row and then all Year 1 budget items listed below. Then skip a line and type in Year 2 and then all Year 2 budget items listed below, and so on.

Budget Category Information

This final online award program component will ask applicants to enter budget category totals. These totals will be automatically calculated in the Application Budget. Finally, check that the project’s total requested amount you entered earlier in the application is correct.

Use the “Additional Budget Justification” section in the online application to justify and explain costs. Budgets that are detailed, justified, and itemized are ideal.

The body of work described in your proposal should be able to be accomplished with the resources requested in your budget. If the success of the work is contingent upon award of other funds, please make this clear in your budget justification section.

Additional Opportunities for Support

NOAA BWET Chesapeake Grants – Deadline: TBD, typically December – January

The NOAA Chesapeake Bay Watershed Education and Training (B-WET Chesapeake) program provides grants to school divisions, state agencies, and universities to provide hands-on watershed education to students and teachers to foster stewardship of the Bay. Grants typically range from \$50,000-\$150,000 annually, and support programs that impact entire school divisions or a large geographic area.

<http://www.noaa.gov/office-education/bwet>

More resources on funding for environmental education can be found at the Maryland Association for Environmental and Outdoor Educator’s (MAEOE) website. <http://maeoe.org>

More resources for designing and implementing Meaningful Watershed Educational Experiences (MWEEs) can be found on Bay Backpack: <http://baybackpack.com>

Applicants seeking support for small-scale schoolyard habitat, outdoor classrooms, nature play spaces, or similar projects should review the Trust’s Environmental Education Mini-Grant program criteria (requests up to \$5000) at www.cbtrust.org. Applicants seeking support for restoration projects on school grounds with the primary goal of ecological outcomes should review the Outreach and Restoration Grant Program information at www.cbtrust.org.