



# Chesapeake Bay Trust Environmental Education Grant Program Application Package

[www.chesapeakebaytrust.org](http://www.chesapeakebaytrust.org) / 410-974-2941

## AT A GLANCE

The 2020 Environmental Education Grant Program will offer grants to establish, enhance, or expand sustainable environmental literacy programs that engage preK-12<sup>th</sup> grade students in investigating local environmental issues through classroom and field-based activities which culminate in students addressing their issue through actions in their school or community.

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

### ***In this Application Package:***

- Program Overview
- Grant Program Criteria
- Application Instructions

### ***Deadline:***

Thursday, December 5th, 2019, 4pm

***Application Tracks - Applicants can request funds from one of the following tracks:***

**Track 1: Multi-year requests (2-3 years):** \$5,001 - \$40,000 per year for up to 3 years for projects that focus on implementing a systemic MWEE program across a school district.

**Track 2: Single-year requests (March 2020 – August 2021):** \$5,001 - \$40,000 for projects that focus on implementing a systemic, pilot, or non-traditional MWEE program at all or a subset of schools within a district.

### ***Match Requirement:***

Match is encouraged but not required.

Submit Your Application online by following the instructions at:  
[www.cbtrust.org/grants/environmentaleducation](http://www.cbtrust.org/grants/environmentaleducation).

**Contact:** Tara Drennan, (410) 974-2941

## Introduction

The Chesapeake Bay Trust (the 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 of Maryland. The Trust engages residents of the region in programs that lead to actions that measurably improve local communities and increase resource stewardship. Since 1985, the Trust has awarded over \$100 million in grants to schools, nonprofit organizations, and public agencies throughout Maryland.

The Trust is supported by purchases of the Treasure the Chesapeake vehicle license plates, donations made through the Chesapeake Bay and Endangered Species Fund on the Maryland State income tax form, donations from individuals and corporations, and partnerships with private foundations and federal, state, and local agencies. The Trust greatly appreciates your support which makes our programs possible.

### **Goal of this Funding Opportunity**

The Trust recognizes that the recovery of our local streams, rivers, and the Chesapeake Bay – the future health of our environment, economy, and communities – depends on an environmentally literate and engaged citizenry. This funding opportunity seeks to empower students in Maryland with the knowledge and skills to act responsibly to protect and restore their local environment by providing grants to establish, enhance, or expand sustainable preK through 12<sup>th</sup> grade environmental literacy programs. In line with [Maryland Environmental Literacy Standards](#) and the Student Outcome of the [2014 Chesapeake Bay Watershed Agreement](#), funded programs will use the Meaningful Watershed Educational Experiences (MWEE, pronounced “mee-wee”) model. The MWEE is a type of project-based learning which integrates several best practices in education. It consists of an investigation into a local environmental issue through a combination of learning in the classroom and outdoors which culminates in students planning and implementing action projects that address the issue in their school or community. MWEEs should not be something “extra” but instead something that enhances student learning and aligns with the learning objectives that already need to be met. More information and guidance on the MWEE model can be found under the Project Types section below.

The Trust seeks applications from school districts and organizations new to environmental grant-making as well as organizations experienced in developing and implementing sustainable environmental literacy programs for a pre-K through 12<sup>th</sup> grade audience. 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](http://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 by funding programs that support the Environmental Literacy standards and graduation requirement 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 programs for all of Maryland students.

## Project Types

The Trust invites two types of proposals, Multi-Year Projects or Single-Year Projects described in more detail below. Regardless of the type of project requested funds can support personnel, contractual, transportation, supply, and other costs associated with: planning, development, and curriculum integration; 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.

**TRACK 1: Multi-Year Projects (from \$5,001 to \$40,000 per year for up to three years - maximum \$120,000 total award from 2020 - 2023).** 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 Projects should focus on the establishment or enhancement of *systemic* and *sustainable* MWEEs that will be integrated into a school district's curriculum. MWEEs are considered *systemic* when they target all students and teachers in a given grade level or course across a school district. MWEEs are *sustainable* if students and teachers in those targeted grade levels or courses can continue to experience and benefit from the MWEE beyond the grant period. Leadership and support from the school district is essential for systemic MWEEs to be successful and sustainable as they provide the permission, expertise, and funding to embed MWEEs into the curriculum, implement robust outdoor field experiences and action projects, and require teachers to participate in professional development opportunities. High quality professional development for teachers is also a common element for systemic MWEEs to be successful and sustainable as it ensures teachers have the content knowledge and pedagogical skills to facilitate the MWEE. Finally, nonprofits and public agencies can be beneficial as they provide expertise and support for teacher professional development and MWEE design and implementation.

The Trust understands the amount of time, effort, and training it can take to develop, implement, and sustain a systemic MWEE program, especially at a large school district. As a result, proposals can include a year of planning, developing an environmental literacy team, recruiting the right partners, and designing and embedding the MWEE into the curriculum. Proposals do not have to start reaching students, either systemically or through a pilot, until year two.

**TRACK 2: Single-Year Projects (from \$5,001 to \$40,000 for a grant period of March 2020 – August 2021).** The Trust anticipates making 6-7 awards at this level.

Single-Year Projects should also focus on systemic and sustainable MWEEs that will be integrated into a school district's curriculum. However, the Trust recognizes there are organizations and school districts that strive to implement high quality MWEEs but face significant challenges and barriers in meeting the rigor of systemic implementation. As a result, Single-Year Projects can include:

- 1) The establishment or enhancement 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 may not occur until after the grant period.
- 3) Improving elements of an existing systemic MWEE program particularly the teacher professional development opportunities, field experience, and/or action project.
- 4) Projects that propose an innovative and non-traditional approach to using the MWEE model that is not appropriate for systemic implementation.

Please note, the Trust is currently prioritizing projects that meet 1 and 2 above in order to advance the 2014 Chesapeake Bay Agreement's Environmental Literacy Goal.

**All proposed programs must use the MWEE model.** MWEEs are learner-centered experiences that focus on investigations into local environmental issues that lead to informed action and civic engagement. They increase student learning and engagement, develop 21<sup>st</sup> century skills, and provide students with authentic experiences in being responsible and active stewards of their local environment and community. The Trust highly recommends reviewing [An Educator's Guide to the Meaningful Watershed Education Experience](#) and the [MWEE Toolbox](#) 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. For an even deeper dive and greater understanding of the MWEE model check out the [MWEE Online Course](#).

*MWEE Programs must include all four Essential Elements which describe "what students do."*

- 1) **Issue Definition:** Students focus on a driving question that addresses a locally relevant environmental issue, problem, or phenomenon requiring background research and investigation. Students learn more about the issue through classroom instruction and by making observations, collecting data, conducting experiments, talking to experts, and reviewing credible publications. They also reflect on personal and public values and perspectives related to the issue.
- 2) **Outdoor field experiences:** Students participate in one or more outdoor field experiences sufficient to investigate the issue, problem, or phenomenon. Investigations may involve making observations, collecting data, and/or conducting other activities required for answering their questions and informing student actions. To the extent possible and within appropriate safety guidelines, students are involved in planning the inquiry that occurs during the outdoor field experience(s). These experiences can take place off-site and on the school grounds.
- 3) **Synthesis and conclusions:** Students identify, synthesize, and apply evidence from their investigations to draw conclusions and make claims about the issue, problem, or phenomenon. Students communicate these conclusions and claims to internal and external audiences in venues that may range from the school classroom to the larger public community.
- 4) **Action projects:** Students identify, explore, and implement solutions for action. The solutions address conclusions and claims drawn through investigation and action projects. Students reflect on the action and determine the extent to which the action successfully addressed the problem, challenge, or phenomenon reflected in the claim. Students may also share proposals for sustaining or extending the action.

*MWEE Programs also include the four Supporting Practices which describe "what teachers do" to ensure success.*

- 1) **Active Teacher Support:** While external partners are entirely appropriate and can be very beneficial in supporting MWEEs, MWEEs depend on teacher facilitation and ongoing support of student learning. Teachers ensure that the essential elements of the MWEE come together to support academic goals for learning while creating opportunities for students to take active roles in their learning.
- 2) **Classroom Integration:** MWEEs are anchored to curriculum standards and support formal goals for learning and student achievement. They provide authentic, engaging opportunities for interdisciplinary learning that crosses traditional boundaries between disciplines. Some portions of the experience, such as the outdoor field experiences, may occur off school grounds and/or be facilitated in partnership with

- external providers, however, the MWEE is integrated into the scope and sequence of the academic program.
- 3) **Local Context:** MWEEs occur within a local context (i.e. schoolyard, neighborhood, town, or community) in order to establish the life-relevancy of the issue, problem, or phenomenon being studied. Situating the MWEE within local contexts enables students and teachers to explore how individual and collective decisions affect their immediate surroundings and how their immediate surroundings affect the larger environment.
  - 4) **Sustained Activity:** MWEEs represent sustained activity that engages students from beginning to end. Though a field experience may occur on one day, the total duration leading up to and following the experience involves a variety of rich learning opportunities spread over the course of a unit or multiple units. Experiences such as tours, gallery visits, simulations, demonstrations, or nature walks may be instructionally useful, but alone do not constitute a MWEE.

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

## Criteria and Guidelines

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, but we do recommend reviewing your proposal or having a colleague review your proposal against these criteria before finalizing it to ensure that you have addressed all the relevant criteria. 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? Are 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)?
- **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 include instruction on the MWEE model and its elements and practices? Some examples include using the outdoors as a context for learning, facilitating action projects, and developing a driving question. Does the professional development enhance the environmental literacy of the participants? Some examples include increasing knowledge of environmental concepts, enhancing skills in technology or scientific methods, and engaging participants in natural settings. Does the professional development attempt to include at least 30 hours of instructional and ongoing support time in environmental education? Is there a structure or network established to provide ongoing teacher professional development support?
- **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 comprehensive evaluation plan that will be used to improve the program in the future? Does the evaluation plan assess student learning, 21<sup>st</sup> 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, 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 projects showing matching contributions 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.

***Systemic MWEE Requests Guidelines:***

- Applicant must be a school district or eligible entity working in partnership with a school district to ensure the MWEE will be systemic, sustainable, and require teacher participation in professional development.
- The best applications will include committed partnerships between a school district and local organization(s) that supports the delivery of the MWEE program through curricular and professional development resources and opportunities that extend and enrich the learning experience into the local environment and community.
- The proposed MWEE program must be systemic. MWEEs are considered *systemic* when they target all students and teachers in a given grade level or course across a school district.
- The proposed MWEE program must meet the academic standards for the targeted grade or course and be integrated into the curricular scope and sequence of an academic program.
- Programs should be aligned with the school district's long-term environmental literacy vision and strategy (i.e. their 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.

***All Requests Guidelines:***

- 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.* Use the [MWEE Audit](#) tool to evaluate if your proposed program is a MWEE and/or where improvements can be made.
- Applicant demonstrates need in terms of the socioeconomics of the population served and/or lack of environmental literacy planning and programs.
- Programs should include professional development for teachers and the other players involved in MWEE design and/or facilitation. 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 have teacher professional development that includes (1) instruction on the MWEE model and its elements and practices (e.g. using the outdoors as a context for learning, facilitating action projects, and developing a driving question), (2) enhances the environmental literacy of the participants (e.g. increasing knowledge of environmental concepts, developing skills in technology or scientific methods, and engaging participants in natural settings), (3) includes at least 30 hours of instructional and ongoing support time, and (4) establishes a structure or network to provide ongoing teacher development support.
- The Trust encourages applicants to incorporate [An Educator's Guide to the Meaningful Watershed Education Experience](#), [MWEE Toolbox](#), and [MWEE Online Course](#) in professional development trainings.
- Applications should include a description of how student learning, 21<sup>st</sup> century skills, attitudinal changes, and/or building a stewardship ethic will be evaluated. Evaluation tools may include pre- and post-activity tests, interviews, observations, student portfolios, or other tools developed by the school and/or service provider. Evaluation plans should be described in the proposal.
- Applications should address sustainability including a plan after the grant period for funding, professional development for new teachers, and if applicable formalizing partnerships.
- The best applications will demonstrate how the proposed 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).
- Incorporating mentoring or green career components into the proposed program is encouraged.

## Eligible Applicants

The Trust welcomes requests from the following organizations:

- 501(c)3 Private Nonprofit Organizations
- Faith-based Organizations
- Community Associations
- Service, Youth, and Civic Groups
- Municipal, County, Regional, State, Federal Public Agencies
- Soil/Water Conservation Districts & Resource Conservation and Development Councils
- Forestry Boards
- Public and Independent Higher Educational Institutions

If your organization category is not listed above, 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.

## Funding Availability and Restrictions

The Trust has made available \$350,000 for this grant program in Fiscal Year 2020. Individual applications may be submitted for amounts detailed below.

**Track 1: 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 2020 - 2023)** for systemic MWEE projects. The Trust anticipates making 1-3 multi-year awards.

**Track 2: Single Year Requests:** Applicants may request **\$5,001 to \$40,000 for a grant period of March 2020 – August 2023.** The Trust anticipates making 6-7 awards at this level.

Applicants are strongly encouraged to contact Trust staff to discuss applications at least two weeks prior to the deadline. Applicants submitting a multi-year proposal must contact Trust staff to discuss their project. The Trust cannot guarantee availability of in-person site visits or project development assistance within two weeks of the deadline.

The following cannot be funded in this program:

- Endowments, deficit financing, individuals, building campaigns, annual giving, research, fund raising, or venture capital;
- Mitigation or other projects required by an existing or pending regulatory permit or action.
- Political lobbying;
- Reimbursement for a project that has been completed or materials that have been purchased; and
- Projects and programs located outside of Maryland.

## Project Timeline

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 2022 and a three-year proposal would end August 2023. 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 2021.

## 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](mailto:tdrennan@cbtrust.org)) at (410) 974-2941 ext 102.

## Application Deadline and How to Apply

To apply for a grant, follow instructions at [www.cbtrust.org/grants/environmentaleducation](http://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 5, 2019**. 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.

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). In addition, all final products will be provided to the funding partners for use and distribution at the sole discretion of the funding partners.

## 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.

## Notifications and Award Process

***Decisions will be announced in March 2020.*** 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 an award agreement 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 award agreement, and b) satisfaction of any award contingencies. In cases in which the awardee fails to submit a status report or final report by the due date, the Trust reserves the right to terminate the award agreement and require a refund of funds already transferred to the awardee.

When the project is complete, awardees are required to complete final reports that typically include submission of all receipts for supplies, invoices for consultants/contractors, and copies of timesheets for personnel time used (timesheets must include date, name, time worked per day, and coding to tie the time worked to the award) for awards in the amount of \$25,000 or greater OR as specified in the award agreement. All financial back-up documentation will be grouped and numbered to correspond to the budget line item reported as spent. **Organizations with outstanding progress, status, and/or final reports will not be awarded additional grants.** When the project is complete, grantees are required to submit all final products and final reports, including submission of all receipts, copies of timesheets, and contractor invoices.

## Application Instructions

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

### Applicant Information:

- 1) **Organization Information:** You will need to provide: name, address, phone, organization type, mission, EIN, and DUNs #. Note: 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) **Executive Officer of Requesting Organization:** You will need to provide: name, title, address, phone, and e-mail.
- 3) **Project Leader:** You will need to provide: name, title, address, phone, and e-mail.

***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.

**Project Information:**

- 1) Project Title
- 2) Project Abstract: You will be asked to provide a brief summary of the project, including details such as type of project, location, and main objectives. Please make sure that the abstract does not exceed 100 words.
- 3) Amount of Trust funding requested
- 4) Requested Grant Period: enter project start and end dates
- 5) Will the proposed program be systemic?
- 6) What grade levels will the proposed program reach?
- 7) In which stream, river or watershed will the project be located?
- 8) In which county will the project be located? (This grant program can support projects in Maryland only.)
- 9) In which legislative district will the project be located?
- 10) Latitude & Longitude (decimal format) of project site

**Project Timeline:**

You will be asked to complete a table listing major project tasks to be completed under the period of the potential award, with start and end dates.

**Project Deliverables:**

You will be asked to fill in estimated deliverables for a variety of metrics that characterize the full suite of Chesapeake Bay Trust grant programs.

**Volunteer Involvement:**

You will be asked to 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 into a table: project partner organizations, individuals, their areas of expertise, and their role(s) in your project.

- Letter(s) of Commitment: Applicants are strongly encouraged to upload a letter of commitment for the project from each partner describing in detail the partner's role or contribution to the project. Applications including strong letter(s) of commitment often receive higher scores. If not submitted with the application, Letter(s) of Commitment may be required prior to the release of any awarded funding. To better understand the Trust's definition of and policy on Letter(s) of Commitment, 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 (7-page limit, excluding photos or materials such as letter(s) of commitment) addressing the following points. We recommend that you copy and paste the questions below 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 1-2 sentences that succinctly describes what the application is proposing to accomplish in addition to the track to which you are applying (Multi-Year or Single-Year), the targeted school district(s) and grade level(s) or course(s), and if it will be systemic or only reaching a portion of

schools in a district by the end of the grant period (include the number of schools being reached versus the total).

- 2) **Summary:** Provide a brief summary of the goals and objectives of the proposed program as well as the need or gap it will fill.
- 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:** Clearly define the activities that will be conducted during the proposed program. This is the logistical work plan for your program and should be the most in-depth section. Activities can be categorized into (1) Design and Planning (if applicable), (2) Professional Development, and (3) MWEE. Please note reviewers must be able to determine the duration and frequency of the MWEE and professional development activities. If a Multi-Year Project, clearly differentiate between yearly activities. Be sure to provide detailed descriptions on the following components:
  - a. Alignment with academic standards and where it will be integrated into the curricular scope and sequence of an academic program.
  - 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. Make sure to describe the activities for each MWEE Essential Element including the duration and frequency as well as how each of the MWEE Supporting Practices are met.
  - d. If the action project element for the first year is installation of a restoration project or a similar one-time event, please describe how the action project element will evolve in the future to continue to meet the MWEE model.
- 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) **Grant 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 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 sustained, how new teachers will be trained to facilitate the MWEE program, and the potential for partnerships to be formalized long-term.

**Other Information to Include:**

- 1) All applicants **MUST** complete and submit the [Environmental Literacy Model \(ELM\) Planning Document](#) as a tool in designing your MWEE.
- 2) Letters of commitment from project partners, school system administrators and/or principals, describing specifically their role in supporting the proposed program. *If an entity other than the school district is submitting a Multi-year request then a letter of commitment from the school district is required.*
- 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:**

The Budget tab of the online form includes four components.

- 1) The Budget upload component: You will be asked to upload your budget using the "Application Budget" worksheet of the Chesapeake Bay Trust's Financial Management Spreadsheet (FMS), an excel file template. The template is available in the online application and can be found by visiting [www.cbtrust.org/forms](http://www.cbtrust.org/forms).
  - Please be as detailed as possible.
  - 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.
  - Matching resources are not required but encouraged. Please indicate whether each match entry is applied for, pledged, or in-hand. Volunteer hours should not be shown as match in the budget but should instead be reflected in the deliverables section.
  - ***If a Multi-year Project, 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.***
- 2) Budget Category Information: You will be asked to enter budget category totals. These totals will have been automatically calculated in the FMS template.
- 3) Personnel/ Consultant Request Description: If personnel and/or contractual costs are requested, please use this component of the budget tab to provide detailed scope of work, specific tasks, and hours associated with those tasks. If you will contract with a consultant and have a proposed scope of work please attach it to your application. Err on the side of providing too much information
- 4) Additional Budget Justification: Use the budget justification section to provide a budget narrative. The narrative should justify and explain costs. 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 January – February

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

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>

Applicants seeking support for MWEEs at the school or classroom-level, 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](http://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](http://www.cbtrust.org).