



Environmental Education Grant Program

FY 21 Request for Proposals



Chesapeake Bay Trust

108 Severn Avenue, Annapolis, MD 21403

(410) 974 – 2941 ♦ www.cbtrust.org

Environmental Education Grant Program

At A Glance

Program Summary:

The Environmental Education Program is designed to support the advancement of environmental literacy ensuring every student in Maryland graduates with the knowledge, skills, and appreciation for nature to take responsible actions to protect and restore their local environment.

Deadline:

Thursday, December 10, 2020, at 4:00pm EST

Eligible Project Locations:

This program funds throughout the state of Maryland

Request Amounts:

- Track 1: Single-Year Requests
 - Up to \$20,000 for Outdoor Classrooms
 - Up to \$40,000 for Environmental Literacy Programs or Environmental Literacy Planning
- Track 2: Multi-Year Requests
 - Up to \$40,000 per year for up to 3 years for Systemic MWEEs

Submit Your Application:

Follow the instructions online at <https://cbtrust.org/grants/environmental-education/>

Contact:

Tara Drennan, Senior Program Officer, 410-974-2941 ext. 102, tdrennan@cbtrust.org



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Introduction to the Chesapeake Bay Trust

The Chesapeake Bay Trust (Trust) is a nonprofit, grant-making organization dedicated to improving the bays, streams, rivers, forests, parks, and other natural resources of our local systems, from the Chesapeake to the Coastal Bays to the Youghiogheny River. The Trust, supported in large part by Maryland's Chesapeake Bay License Plate, Plate and partnerships with other regional funders, engages and empowers diverse groups to take actions that enrich natural resources and local communities of the Chesapeake Bay region. Since 1985, the Trust has awarded over \$120 million in grants to municipalities, nonprofit organizations, schools, and public agencies throughout the Chesapeake Bay watershed.

Program Goals

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 populace. As the impacts of climate change continue to accelerate and are increasingly felt by residents, it is more important now than ever before that students are prepared to understand and address increasingly complex and urgent social and environmental challenges. The Trust also understands the power of environmental education to improve students' academic achievement, physical and mental health, and build skills needed for the 21st century. Through this opportunity the Trust seeks to fund programs and initiatives that advance environmental literacy and result in students gaining the knowledge, skills, and appreciation for nature to take responsible actions to protect and restore their local environment.

The Trust is committed to the advancement of diversity and inclusion in its award-making and environmental work. As a result, the Trust strongly encourages 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, see our strategic plan at www.cbtrust.org/strategic-plan and <https://cbtrust.org/diversity-inclusion/>

As a state 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 [Maryland Environmental Literacy Standards](#) and graduation requirement for all students in 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 Meaningful Watershed Educational Experience (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 literacy programs for all Maryland students.

Eligible Project Types

Track 1. Single Year Requests. There are three types of single year proposals: a) Environmental Literacy (up to \$40,000), b) Environmental Literacy Planning (up to \$40,000), and c) Outdoor Classrooms (up to \$20,000).

- a) Environmental Literacy Program Proposals: Proposals submitted requesting support for environmental literacy programs in Spring 2021 and/or the 2021-22 schoolyear. *Environmental literacy program proposals may request a range of approaches to adapt to Coronavirus Disease 2019 (COVID-19) restrictions and the uncertainty impacting schools throughout Maryland. Funding will support (1) programs for students, including any mix of virtual, at-home, or in-person learning or (2) professional development for teachers, providers, or administrators that can include any mix of virtual, at-home, or in-person learning.* Proposals that meet the elements below will be prioritized:
 - Programs that align with the MWEE model will be highly prioritized. MWEEs are learner-centered experiences that focus on investigations into local environmental issues that lead to

informed action and civic engagement. MWEEs increase student learning and engagement, develop [21st century skills](#), and provide students with authentic stewardship experiences within their local environment and community. They include four Essential Elements (Issue Definition, Outdoor Field Experience, Synthesis & Conclusions, and Stewardship & Civic Action) and four Supporting Practices (Active Teacher Support, Classroom Integration, Local Context, and Sustained Activity). To ensure strong alignment with the MWEE model 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, National Oceanic & Atmospheric Administration (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](#).

- Programs that can demonstrate a need due to factors that cause disparities in students receiving environmental education will be highly prioritized. The Trust both believes in the need to increase access to environmental literacy programs and recognizes the financial stress organizations may be experiencing right now due to COVID-19 which is impacting their ability to offer programs.
- Programs that integrate climate change education will be prioritized. The Trust strives to invest in projects and programs that will positively “move the needle” for the health of the environment and communities across Maryland which includes mitigating climate change. Today’s students are tomorrow’s decision-makers and promoting climate literacy is essential to ensuring that future policy decisions address climate change mitigation and adaptation needs. Students should not only learn about the impacts of climate change, but also the solutions necessary to ensure a sustainable and livable world for all. Note: climate change does not have to be the focus but rather it is weaved throughout the learning experience.

- b) Environmental Literacy Planning Proposals: Proposals submitted requesting support for environmental literacy planning and collaboration efforts that increase the sustainability of environmental literacy programs, including MWEEs, within school district(s). The Trust aims to invest in projects that have the longest potential longevity after the award period has ended. The Trust also recognizes the challenges to advancing environmental literacy goals and sustaining environmental literacy programs including time and funding to build partnerships, secure long-term funding, streamline processes to minimize barriers for program implementation (e.g. getting students outdoors and/or offsite), institutionalize teacher professional development training, and promote the value of environmental literacy programs at the administration and teacher levels to ensure programs are successful.

Funds can be used to bring the right people and organizations together to solve an identified need and support actions that result in the sustainability and advancement of environmental literacy goals and programs at the school district or regional level. Example deliverables include but are not limited to:

- Activities to increase communication pathways and build relationships with environmental and community organizations.
- Developing a collaborative or network of local partners focused on advancing environmental literacy at the district or regional level.
- Creating a district-level environmental literacy plan that could include policies, practices, and metrics that support a system-wide approach to environmental literacy for all students within a school district(s). Environmental literacy plans should also include a financial sustainability component, including clear strategies for sustaining programs long-term.
- Engaging decision-makers (examples include superintendents, school boards, district administration, principals, parents) to promote the value of environmental literacy programs and teacher professional development, obtain leadership approval, secure funding, and/or create advocates for the work.

- Establishing and implementing a plan for professional development training that institutionalizes continued learning for educators.

Note: Environmental planning proposals are only single-year requests but there will likely be the opportunity to apply for additional funding in the future for continued expansion and development. The Trust recognizes this is just a start.

- c) Outdoor Classrooms: Proposals submitted requesting support for outdoor classrooms should focus on developing outdoor learning spaces on school grounds or within school districts. Evidence suggests that the risk of contracting COVID-19 and other infectious diseases is significantly lower in outdoor settings when appropriate social distancing measures are taken. There is also a growing body of research that demonstrates the benefits of outdoor learning for mental health, stress reduction, physical health, student engagement, and academic success. Proposals that include the elements below will be prioritized:
- A clear strategy for how the outdoor classroom will be utilized. Examples include integration into classroom curriculum, embedding the outdoor classroom into the school’s culture, and/or opportunities provided for teachers to gain comfort in using the outdoor classroom for meaningful instruction. Schools should leverage the expertise of outdoor and environmental educators to provide engaging professional development for teachers on using their outdoor classrooms.
 - Involvement of students, teachers, facilities staff, and partners in the planning and implementation of an active outdoor classroom for use by many students over multiple years. Schools should partner with organizations experienced in designing outdoor learning spaces.
 - Carefully planned and technically sound, and involves the assistance of qualified technical experts, agencies, or organizations.
 - Establish outdoor learning space(s) and integrated education programs where none existed.
 - Includes a design plan, photos of the site, letter of commitment from school facilities department, and short and long-term maintenance plan.

Track 2. Multi-Year Requests: Proposals for up to \$40,000 per year for up to three years for projects that focus on the establishment or enhancement of systemic and sustainable MWEEs that are 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, partnerships with nonprofits and public agencies is recommended 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.

Evaluation Criteria

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 recommend reviewing your proposal or having a colleague review your proposal against these criteria before submission to ensure that you have addressed all the relevant criteria. Preference will be given to applications that meet multiple criteria.

Scoring Criteria for all Tracks:

- General Quality of Application (Scale of 1 to 5): What is the level of completeness and attention to detail? Are all required application components included for sound evaluation of the application?
- Consistency with Request for Proposals (RFP) (Scale of 1 to 30): Is the program or project proposed consistent with the intent of the RFP track selected (Environmental Literacy Programs, Environmental Literacy Planning, Outdoor Classrooms, or Multi-Year Systemic MWEEs)?
 - If environmental literacy program is being proposed:
 - Proposals that align with the MWEE model will be highly prioritized. How strongly does the proposed program align with the MWEE model? Note: proposals may propose a range of approaches to adapt to COVID-19 restrictions and the uncertainty impacting schools throughout Maryland including but not limited to a mix of virtual, at-home, or in-person learning.
 - Does the proposed program demonstrate a need due to factors that cause disparities in students receiving environmental education?
 - Does the proposed program integrate climate change education? Note: climate change does not have to be the focus but rather it is weaved throughout the learning experience.
 - If environmental literacy planning is being proposed:
 - Do they clearly define a need and how meeting that need will advance environmental literacy goals and programs?
 - Will the proposed deliverables and outlined actions successfully meet the need?
 - Are the right people and organizations involved or targeted to make an impact? Are the key partners committed with contacts designated to lead coordination and is there a plan for them to meet regularly?
 - If an outdoor classroom is being proposed:
 - Do they clearly communicate a strategy for how the outdoor classroom will be used? For example, will it be integrated into classroom curriculum or programs, embedded within the school's culture, and/or opportunities provided for teachers to gain comfort in using the outdoor classroom for meaningful instruction.
 - What is the level of involvement, or at least commitment, from students, teachers, facilities staff, and partners in the planning and implementation process?
 - Is the design technically sound and timeline feasible? If the plan is not fully developed is the right design planning process and partners described to elicit confidence in the design quality.
 - If a multi-year systemic MWEE is proposed:
 - Is the applicant a school district or eligible entity working in partnership with a school district? If the applicant is not a school district is there a strong letter of commitment from the school district?
 - Is it clear how the proposed MWEE program is being integrated into the curricular scope and sequence of an academic program?
 - How strongly does the proposed program align with the MWEE model? Note: proposals may propose a range of approaches to adapt to COVID-19 restrictions and

- the uncertainty impacting schools throughout Maryland including but not limited to a mix of virtual, at-home, or in-person learning.
 - Will the proposed MWEE program be systemic by the end of the grant term? MWEEs are considered *systemic* when they target all students and teachers in a given grade level or course across a school district.
 - Professional Development (Scale of 1 to 13): Is professional development for educators being proposed? If it is not being proposed because it is not necessary or already exists, then give a score of 10. If it is not being proposed but should be score accordingly. If it is being proposed:
 - Does it model environmental education pedagogy? Facilitators should utilize the same techniques and experiences in trainings that teachers are expected to use with their students.
 - Does it allow for adequate instructional time? Trainings should be multi-day, occurring consecutively or over the course of several months.
 - Does it provide ongoing teacher support and appropriate incentives? It is essential that professional development providers have a structure in place for ongoing teacher support and enrichment.
 - What is the likelihood that professional development training will be successful in accomplishing its objectives?
 - Need (Scale of 1 to 12): Does the applicant identify and justify the need for the program or project proposed? Is there a high level of need for this program or project?
 - Likelihood of Success (Scale of 1 to 10): Does the applicant appear to have the experience and capacity to accomplish the proposed activities? Will the activities proposed accomplish the stated outcomes? Will the outcomes likely fulfill the identified need?
 - Long-term Sustainability (Scale of 1 to 13): Has the applicant addressed program or project sustainability? Is there commitment to support and sustain the program or project beyond the grant period from all essential partners? Has the applicant addressed the need for ongoing resources in order to maintain the program or project?
 - Evaluation (Scale of 1-5): Has the applicant proposed an evaluation plan that will show if the proposed outcomes have been met?
 - Partnerships (Scale of 1 to 5): Are partners appropriate and/or qualified? Are the partnerships necessary to accomplish the goals, and are any partners missing?
 - Cost Effectiveness / Budget (Scale of 1 to 7): Is the budget detailed, appropriate, and cost effective? Are the line items budgeted (for example, personnel costs) justified? In-kind and cash match is not required but will be viewed favorably.

Eligible Applicants

The Trust welcome requests from the following organizations:

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

If your organization category is not listed above, contact the Trust to verify eligibility prior to submitting your application. Applications submitted from organizations outside of these categories may not be eligible for funding.

Funding Availability and Timeline

Funding Availability: The Trust has made available \$300,000 in FY21 for the Environmental Education Grant Program.

Project Timeline:

Track 1: Single-Year Requests: Applicants may request up to \$20,000 for Outdoor Classroom proposals and up to \$40,000 for Environmental Literacy Programs and Environmental Literacy Planning proposals for a grant period of March 2021 – August 2022. The Trust anticipates making 4-5 awards at this level.

Track 2: Multi-Year Requests: Applicants may request up to \$40,000 per year for up to three years (maximum \$120,000 total award over March 2021 – August 2024) for systemic MWEE projects. The Trust anticipates making 1-2 multi-year awards.

Applicants are 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 project development assistance within two weeks of the deadline.

Deadline

Applicants must submit applications in the **Chesapeake Bay Trust Online System** by **4:00 PM EST on Thursday December 10, 2020**. Late applications will not be accepted, and the online funding opportunity will close automatically and promptly at 4 PM EST. Applicants are strongly encouraged to submit at least a few days prior to the deadline given potential for high website traffic on the due date. The Trust cannot guarantee availability of technical assistance for our online system on the deadline date.

Application Review Process

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 listed in the “Evaluation Criteria” section above, then meets to discuss the application merits. The TRC then recommends a suite of applications to the Trust’s Board of Trustees.

Awards and Notifications

All applicants will receive a letter stating the funding decision. An application may be declined, partially awarded, or fully awarded. If approved, the Trust will send an award agreement with award conditions and due dates of status, progress, and final reports. The Trust will mail the first award payment to the requesting organization following: satisfaction of any phase 1 payment award contingencies, including upload of the signed award agreement. Ten percent of the total award will be held until the final report is submitted and approved. In cases where the awardee fails to submit a status report, progress 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 may include but are not limited to submission of all receipts for supplies, invoices for subcontractors/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).

All financial back-up documentation will be grouped and numbered to correspond to the budget line item reported as spent. Organizations with outstanding final, progress, or status reports will not be awarded additional grants.

The 2021 Environmental Education Grant Program awards will be announced in February 2021.

Contact

For technical assistance contact Tara Drennan at (410) 974-2941 x 102 or tdrennan@cbtrust.org.

Narrative Questions

You will be asked to upload an MS Word or PDF file not to exceed six (5) pages of text, excluding photos or materials such as letter(s) of commitment, addressing the following questions. **To ensure that you address all questions, we recommend that you copy and paste the questions to use as the outline for your narrative.** Additional file attachments can be uploaded, not to exceed a total of four file attachments per application. Use the additional "Upload" options in the online system.

For the purposes of this RFP, we define these terms in the following ways:

- a. Goal: overall aim the program or project will help achieve, which may be longer-term and extend beyond the grant
 - b. Objective: specific, measurable steps within the grant period that will help realize the goal
 - c. Output: the immediate results of the work which is being completed (example: how many students will the program engage, how many teachers or administrators do you propose will attend a professional development training, development of an environmental literacy plan, or number of proposed partnerships).
 - d. Outcome: the change that is prompted as a result of the output listed above (example: increased knowledge and skills, changes in attitudes and behaviors, streamlining processes to remove barriers for outdoor environmental literacy programs, or securing sustainable funding to ensure the longevity of environmental literacy programs).
1. Project Purpose: Provide a brief (up to 5 sentences) summary of the project, including the goal and main objectives. The project purpose should be succinct but also provide location, targeted schools or school district(s), and grade level(s) or course(s) as applicable.
 2. Track: Identify the track to which you are applying.
 - a. Track 1a: Environmental Literacy Program
 - b. Track 1b: Environmental Planning
 - c. Track 1c: Outdoor Classrooms
 - d. Track 2: Systemic MWEE Program
 3. Need and Background: Describe the background of the project including why this program or project is needed? How was it identified? Have you applied for this program or project in the past? If yes, what has changed since the last time you applied?
 4. Description: Describe the outcomes that you expect to generate over the course of the requested grant period. Then clearly define the activities and outputs that will accomplish those outcomes. Be as detailed as possible with duration, frequency, and alternative options depending on COVID-19 restrictions. This is the logistical work plan for your program or project and should be the most in-depth section.

Depending on the elements of your program and project make sure to also emphasize:

- a. If a MWEE Program describe how the program meets each of the Essential Elements and Supporting Practices. Be as detailed as possible
 - b. If the program is meeting a need due to factors that cause disparities in students receiving environmental education describe those factors and how the proposed program will fulfil that need.
 - c. If the program weaves climate change education throughout the learning experience describe how.
 - d. If an environmental literacy planning project describe the key partners on the planning team and their level of commitment level (include contact information of the lead coordinators), frequency and potential topics of the meetings of the planning team, and how the proposed activities and deliverables (environmental literacy plan, funding goal, engaging decision-makers, etc.) will fulfill the identified need.
 - e. If an outdoor classroom proposal describe how it will be integrated into classroom curriculum and how teachers will gain comfort to use the outdoor classroom for meaningful instruction; the planning and implementation process; how this project will serve as an outdoor classroom over multiple years; and if this project will require any type of permit to authorize construction and if so what permits are required and where are you in the permit process.
 - f. If professional development is being proposed describe the target audience, recruitment methods and incentives, outline topics and pedagogy, include the amount of instructional time, and describe any outgoing support.
 - g. If a Multi-Year Request, clearly differentiate between yearly activities including the number of schools being reached year.
5. **Evaluation:** Describe how you will assess the effectiveness of your program or project in order to innovate and strengthen it in the future. Specifically list the proposed outcomes from above and describe how you will collect and synthesize the information?
- a. Note 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.
6. **Sustainability:** The Trust aims to invest in projects that have the longest potential longevity, after the grant period has ended. Discuss the future of the program or project after the grant period. What factors may affect its long-term value and how will you ensure its long-term value is maximized? If the program or project will need ongoing financial resources in order to maintain its value, provide an abbreviated plan describing how the program or project will be sustained beyond the term of the proposed funding request.
7. **Demographic Information:** In light of the Trust's commitment to the advancement of diversity in its award-making, provide demographic information about the community or population involved in or served by the program or project. Provide your organization's experience working within the specific communities that you will be prioritizing. If you have not had significant experience within your prioritized demographic, 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).
8. **Capability:** Briefly describe why your organization is the best entity to complete this project or program.

Budget Instructions

Financial Management Spreadsheet – Application Budget Upload

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 can be found by visiting <https://cbtrust.org/forms-policies/> where you can also watch a video with instructions on how to complete the FMS.

For your budget request:

- ◆ Budgets that are detailed, justified, and itemized are ideal.
- ◆ For any staff cost requests, 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.
- ◆ Matching/leveraged resources are encouraged. 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.
- ◆ For any contractual cost requests applicants are encouraged to have either already obtained cost estimates or quotes from at least three service providers prior to completing the application.

Financial Management Spreadsheet – Application Budget Information

This online application component will ask you to enter budget category and request totals. These totals will be automatically calculated in the FMS Application Budget, so you will only need to copy and paste the values from the FMS to the Online Application.

Additional Budget Justification

This online application component will ask you to provide a descriptive budget narrative to justify and explain costs. such as: 1) if you requested staff costs (personnel/staff that are in your organization) you must provide a detailed justification for those staff costs that includes a scope of work for the staff costs requested, tasks for the scope of work, and hours associated with those tasks and 2) the source of any contractual cost estimates. Staff cost requests that are not fully justified will not be funded. If awarded, you will be required to provide timesheets for all staff time used during the project.

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, make this clear in your budget justification section.

Online Application Submission Instructions

The Trust uses an online system for the application process, and if awarded, project management. To apply for an award, click on “Get Started” to begin a new application. This will open a new window asking you to log in or create an account on our online system. if you have applied in the past, use your existing username and password (if you have forgotten either of these use the ‘forgot password’ feature). If you have not used our online system before, click on “New Applicant” and follow the instructions.

Applicants must submit applications in the **Chesapeake Bay Trust Online System** by **4:00 pm on Thursday December 10, 2020** Late applications will not be accepted, and the online funding opportunity will close promptly at 4:00 pm.

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.

Watch our video on how to apply for and submit an application using our online system at <https://cbtrust.org/grants/>.

Online Application Form

You will be asked to provide the following information on the online application form. Some items are required in order to submit your application. Refer to the online application for details.

- Eligibility Quiz
 - This three-question quiz is meant to assist you in determining if your project meets the requirements of this award program and that your staff/organizational structure best supports a successful application.

- Applicant Information Tab
 - Provide the organization's name, mailing address, phone number, organization type, mission, EIN number, and DUNS number.
 - Provide the Executive Officer and Project Leader's name, title, address, phone, and email address.
 - Both an Executive Officer and a Project Leader, two separate individuals, must be identified for all applications.
 - The Executive Officer and Project Leader must both be able to make decisions on behalf of the organization either as a board member, an employee, or other approved position recognized by the organization but not a contractor of the application.
 - The Project Leader will be responsible for all project coordination and correspondence with the Trust for the duration of the project. The email address entered here **MUST** be the same as the email address you used to log in to the online system. The Project Leader is the primary point of contact for the application, and the email address used to submit the application via the online system must be that of the Project Leader. Applications in which the email address associated with the Project Leader in the applicant information tab of the online opportunity does not match the email address used to submit the application will not be considered for funding. The Trust cannot conduct any official correspondence with contractors 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 Tab
 - Provide a project title; project abstract; the watershed, county, and legislative district in which the project is located; and the latitude and longitude coordinates of the project location.

- Timeline Tab

- Add the project start and end date. Provide a project timeline that includes major tasks and their associated start and end dates.
- Deliverables Tab
 - Provide estimated metrics for your proposed project such as project participants and outreach and restoration outcomes.
- Volunteers Tab
 - Provide a description of volunteer activities, the number of volunteers, and total number of volunteer hours.
- Project Partnerships
 - Provide a list of project partner organizations or contractors, individuals, their areas of expertise, and their role(s) in your project.
 - Applicants are 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: www.cbtrust.org/forms.
- Narrative & Supporting Documents Tab
 - Upload a Microsoft Word or PDF file that contains your answers to the narrative questions found in the Narrative Questions section of this RFP. Upload additional supporting documents, if needed/required.
- Budget Tab
 - Upload your application budget, provide budget category and request totals, and provide additional budget justification. Use the Trust's Financial Management Spreadsheet and fill out the "Application Budget" worksheet. Refer to the Budget Instructions of this RFP.
- Terms and Conditions Tab
 - Agree to the specified terms and conditions for the program for which you are applying.