



2018-2019 Mini Environmental Education Grant Program Application Package

www.cbtrust.org / 410-974-2941

AT A GLANCE

The Mini Environmental Education Grant Program is designed to engage citizens and students in D.C., Delaware, Pennsylvania, Maryland, Virginia, and West Virginia in activities that raise public awareness and participation in the restoration and protection of the Chesapeake and coastal Bays and their rivers.

In this Application Package:

Program Overview and Application Instructions

Submit your application on-line: Click on the “Start a New Application” box on the [Mini Grant webpage](#).

Deadline System:

The Trust will have two deadlines for applications during the next fiscal year: **August 2, 2018** and **January 10, 2019** (Applications must be received before 4:00 p.m. on all deadline dates).

The Trust cannot make exceptions to the above deadlines nor provide reimbursement funding for already completed projects. Therefore, **project start dates must occur after the date of decision associated with each deadline**, listed below in the Deadlines, Awards and Notifications section.

Grant Requests up to:
\$5,000

Special Thanks to Our Funding Partners:



For questions, please contact Emily Stransky:
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Introduction

The Chesapeake Bay Trust promotes public awareness and participation in the restoration and protection of the Chesapeake Bay and its local streams and rivers. Since 1985, the Trust has awarded more than \$100 million in grants to schools, nonprofit organizations, and public agencies throughout the jurisdictions in the Chesapeake Bay watershed (Maryland, Virginia, Pennsylvania, West Virginia, Delaware, New York, and the District of Columbia).

The Trust is supported by purchases of the *Treasure the Chesapeake* license plates, the Chesapeake Bay and Endangered Species Fund contribution line option on the Maryland State income tax form, and donations from individuals and corporations. The Trust greatly appreciates the support that makes our programs possible!

The Trust welcomes your interest and encourages you to learn more about how to apply for a grant.

Goals of the Mini Grant Program for pre-K-12

Education Requests

River by river and stream by stream, pre-K-12 environmental education projects are helping to raise public awareness about the health of streams, rivers, and the Chesapeake and Coastal Bays and about the steps that can be taken to restore and protect them.

Through the Mini Environmental Education Grant Program, the Trust seeks to increase student awareness and involvement in the restoration and protection of our region’s natural resources through increasing student access to programs that provide Meaningful Watershed Educational Experiences (known as MWEEs).

The program was established to provide accessible funds to schools, organizations, and agencies for pre-K-12 environmental education and specifically seeks to:

- 1) Educate students about natural resources and their local watersheds and about how students can become environmental stewards and make a difference in watershed health;

- 2) Engage school communities in education and restoration activities that benefit watershed health;
- 3) Provide Meaningful Watershed Educational Experiences (MWEEs) for students and teachers;
- 4) Provide environmental education professional development opportunities for teachers; and
- 5) Support environmental literacy goals within schools, school systems, and other educational institutions.

*Applicants interested in small requests (<\$5,000) to support general public awareness and involvement projects targeting adult communities should refer to the Mini Grant Application Package for Community Engagement and Restoration Projects available [HERE](#).

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.

Eligible Project Types and Associated Criteria

The Trust funds two types of projects in this program: Meaningful Watershed Educational Experiences (MWEEs) and professional development for educators. These two types of projects are described in this section and specific criteria against which applications will be evaluated can be found below.

Project Type 1 – Meaningful Watershed Educational Experiences (MWEEs) for students:

A good MWEE is not just an outdoor field trip. MWEEs are multi-faceted, learner-centered experiences that focus on investigations into local environmental issues that lead to informed action and civic engagement. Applicants are encouraged to review sources for best practices for meaningful outdoor experiences. These can be found at <http://www.cbtrust.org>, then the “Grants and Opportunities” tab, and then the “Additional Resources” page. Specifically, the “[Educator’s Guide to the Meaningful Watershed Educational Experience \(MWEE\)](#)” has tools and examples for building a successful, impactful MWEE.

There are four steps (essential elements) and four important components (supporting practices) that teachers must incorporate to ensure success. These elements and practices, when combined, create a robust MWEE. Any costs associated with the four essential elements can be requested through the Mini Environmental Education Grant Program.

Essential Elements

- 1) “Issue Definition” (articulation of a specific natural resource problem on which the students will focus; serves as the “driving question”):
 - Students choose or are focused on a locally relevant environmental problem, issue, or phenomenon requiring background research and investigation.
 - The *driving question* is the “big-picture” question that establishes the purpose of the learning and should create student interest, encompasses both natural and social system topics (environmental and civic engagement), allows for activities across multiple disciplines and allows for student investigation of a locally relevant environmental problem, issue or phenomenon.

- “*Supporting questions*” are generated by the students and should uncover students’ current knowledge about the issue, create curiosity and direct the students to a specific investigative question that addresses the organizing question in a local context.
 - Students can be taught about the issue in a variety of ways depending on the issue or grade level: through classroom instruction, the collection of data, conducting experiments, talking to experts, and/or reviewing credible publications.
 - Students reflect on their personal experiences and values related to the issue.
 - Please note, the Trust highly encourages as much student choice, as age appropriate, in the selection of the driving question and thus issue investigation (younger typically needs more guidance than older).
Note: The proposal narrative format is intended to serve as a planning tool for the applicant to assist them in providing a high quality environmental education experience for their students.
- 2) “Outdoor Field Experience” (students participate in one or more outdoor experiences sufficient to investigate the issue):
- Students begin exploring the chosen issue and answering the driving and supporting questions in a variety of ways: through observations; data collection; field trips led by experienced environmental education field trip provider; or outdoor experiences led by the teacher or environmental professional
 - Regardless of the means, students are making and recording observations to help them answer their supporting and organizing questions. As data collection progresses the students will begin to hypothesize answers to their questions.
 - Inside study (e.g., classroom, computer, or library research) can be supported to build background knowledge and gain a deeper understanding of their issue.
 - Unfortunately, due to limited funding and Trust priorities, fully indoor experiences will not be supported.
- 3) “Student-led Action Projects” (students identify, explore, and implement solutions to address the issue):
- Investigations lead to student designed solutions to solve an environmental problem, issue, or phenomenon identified in the investigations.
 - Students design solutions and conduct a project of their own and/or participate in teacher designed projects (for more structured inquiry and/or when age-appropriate).
 - Create a list of all potential action projects and discuss how each option will impact the issue; consider projects that might serve as solutions in the community or on the school campus
 - An action project is selected based on an understanding of the potential impact of the project to address the issue. Action projects can seek to have natural resource restoration benefits or community engagement benefits.
 - Investigations and projects are (in part or whole) designed to take place in the local environment (outdoors).
 - The Trust encourages students to extend their learning to civic action like the ones listed below. This opportunity allows students to continue to solve a real-world issue and is an excellent opportunity to involve civics, social studies, government, etc. in the project/unit.
 - Action projects can create change and serve as a solution at three different levels: a systems level, a community level, or an individual level. Action Project Examples:

Example Projects to affect “Systems level change” (systems level changes seek to affect power structures, organizations, and the environment in which decisions are made):

- Civic Action (e.g., town meetings, writing elected officials/decision makers)
- Educating organizations about relevant local policies

Example Projects to affect “Community Level change” (community level changes seek to affect community attitudes, norms, awareness, or practices; and often target entire communities or large groups within the community):

- Community Engagement (e.g., presentations, social media, event-organizing, messaging at community events/fairs/festivals, mentoring, PSAs, flyers, posters to change community norms, attitudes, and awareness)

Example Projects to affect “Individual Level change” (individual level changes seek to implement discrete projects that influence the knowledge, attitudes, beliefs, and practices of individuals):

- Watershed Restoration or Protection (e.g., create schoolyard habitat, planting trees or grasses, invasive species removal, community cleanup, stormwater management)
- Everyday Choices (e.g., reduce/reuse/recycle, composting, energy conservation, water conservation)

Habitat and Restoration project requests *must* include:

- A native plant list (funds may be requested for native plant species only);
- A site plan/project design;
- A photo of the planting/restoration site;
- A detailed maintenance plan indicating a commitment to the project’s long-term success. For projects on school property, the grounds department and the Principal must sign the maintenance plan; and
- For projects planned on properties other than that of the applicant, a letter stating that permission has been granted by the entity owning the land on which the project will be completed. Projects can be completed on public property, property owned by nonprofit organizations, community-owned property, or school grounds.

- 4) “Synthesis & Conclusions” (students assess their understanding of the issue and have the opportunity to refocus and reflect after a project is completed):
 - Students share data and communicate results to fellow students, teachers, parents, local professionals, and politicians.
 - Educators evaluate student progress both in knowledge and skills.

Supporting Practices

- 1) Classroom Integration: MWEEs should be fully integrated into what is occurring concurrently in the classroom, and should occur where and when they fit into the instructional sequence. MWEEs can be rich, multi-disciplinary units that have a unique opportunity to make strong connections among subject areas and reflect an integrated approach to learning.
- 2) Active Teacher Support: MWEEs should be connected to what is occurring in the formal classroom; therefore classroom teachers should lead or actively support all phases. MWEEs can be enhanced and supported by partners, such as environmental educators and natural resource professionals, but teachers have the sustained contact with students throughout the school year that positions them to better support and evaluate student learning. Teachers can also serve as environmental role models.
- 3) Local Context: The local community should be viewed as a primary resource for MWEEs. Place-based education promotes learning that is rooted in the unique history, environment, culture, economy, and art of a students’ schoolyard, neighborhood or community, and thus offering the opportunity to explore how individual and collective decisions impact one’s immediate surroundings. There are a variety of local places that can provide an engaging setting for outdoor learning including the Chesapeake Bay, a stream near a school, a school building and its grounds, local parks or undeveloped areas, and even developed areas such as parking lots, ball fields, and marinas.
- 4) Sustained Activity: MWEEs should be a sustained activity that stimulates and motivates the student from beginning to end. Though a field experience may occur on one day the total duration leading up to and

following the experience should involve a rich learning experiences such as monitoring, research, and action projects that may spread over weeks or even months. Experiences such as tours, gallery visits, simulations, demonstrations, or “nature walks” may be instructionally useful, but alone do not constitute a meaningful watershed educational experience.

MWEE Evaluation Criteria – the following criteria will be used to evaluate requests for MWEE projects:

- **Completeness of the MWEE (Scale of 1-25):** Are the essential elements of a MWEE present and robust?
- **Supporting Practices (Scale of 1-25):** Are the supporting practices of a MWEE present?
- **Age-Appropriateness (Scale of 1-10):** 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.

Outdoor Classroom Requests

Using the MWEE narrative, applicants may request funds for the construction of outdoor classrooms. Applicants must demonstrate how the projects, during design and construction as well as in the years after completion, will support high quality instruction of students. Applicants are encouraged to include project signage as a cost within the schoolyard project request to maximize.

Outdoor Classroom Evaluation - the following criteria will be used to evaluate requests for Outdoor Classroom projects:

- **Connection to instruction (Scale of 1-30):** Applicants must demonstrate how the projects, during design and construction as well as in years after completion, will support high quality instruction of students. Plans for how the projects will support instruction should follow the MWEE model (see above).
- **Technical soundness (Scale of 1-30):** Outdoor classroom projects must be carefully planned and technically sound, and involve the assistance of qualified technical experts, agencies, or organizations, as necessary. The applicant must provide information about all technical assistance received and project partners involved in the design and implementation of the restoration project to enable reviewers to assess this criterion.

Project Type 2 – Professional Development for School Staff:

- Applicants may request funds for professional development experiences for teachers, administrators, and other school staff to build understanding of environmental content and competence in inquiry based and investigative instructional techniques.
- Trainings and workshops should support elements of the MWEE model, such as the investigation of a local environmental issue, using the outdoors (local communities, schoolyards and natural areas, watersheds and/or the Chesapeake Bay) as a context for learning, and/or design and implementation of an action project.
- The Trust encourages trainings and ongoing support to be at least 30 hours, to ensure that participants are successful in using new information gained in the training.
- Modeling of Environmental Education pedagogy in the delivery of professional development as much as possible, including use of the field and/or communities for instruction.
- Include strategies to increase the environmental literacy of the participating teachers, encouraging them to be environmental role models for their students.
- Existence of a plan or draft list of teachers by subject and grade level that are targeted to attend the trainings with an explanation of why these teachers were selected for the training.

- A draft agenda should be included. The absence of a draft agenda will need to be justified. A component of all professional development trainings should be an overview of the MWEE model to ensure participants are able to use what is learned to design, enhance, and/or implement their own MWEE.

Professional Development Evaluation Criteria - the following criteria will be used to evaluate requests for Professional Development projects:

- **Soundness of plan (Scale of 1-40):** Does the length of the training ensure teacher success? Will teachers be supported before, during, and after the training? Is the draft agenda appropriate?
- **Support of the MWEE (Scale of 1-10):** Does the work support elements of the MWEE model, such as the investigation of a local environmental issue, using the outdoors (local communities, schoolyards and natural areas, watersheds and/or the Chesapeake Bay) as a context for learning, and/or design and implementation of an action project.
- **Increase in environmental literacy (Scale of 1-10):** Will the environmental literacy of the participating teachers, be increased, encouraging them to be environmental role models for their students?

General Criteria for all Project types

In addition to the above project specific evaluation criteria, the following criteria will be used to evaluate all applications, with preference given to those that meet multiple criteria.

- **Supporting documents (Scale of 1-10):** Does the applicant include all required supporting documents such as a native plant list, site plan, photos of planting site, maintenance plan, letter of commitment, agenda, etc. when applicable.
- **Budget and match (Scale of 1-10):** Is the budget reasonable and show required match when applicable (non-Title 1 schools)? Contributions of funds or in-kind services from project partners and other sources is encouraged in all cases and required in some cases (e.g., field trip requests). See budget section of the application.
- **Feasibility (Scale of 1-10):** Can the project be accomplished? Where relevant and necessary to accomplish goals, projects should include partnerships with community-based organizations, government agencies, service providers, and others.
- **Timing (Scale of 1-10):** Projects should be completed within one year after receipt of the grant award. For MWEE projects, the same group of students should be involved in the entire MWEE experience; therefore, projects should not take place over multiple school years unless the same students will be involved through its entirety.

Eligible Applicants

The Trust prefers the pre-K-12 school to serve as the lead applicant instead of a partner. If a partner does apply, the Trust *requires*:

- 1) The participating school's name
- 2) An explanation of why the partner is applying instead of the school
- 3) Letter of support from the participating school(s)
 - *Exception: All District of Columbia Public Schools are encouraged to have a local partner or another fiscal entity serve as the lead applicant.*

The following types of partners *may* serve as lead applicants when the school cannot for some reason:

- 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.

Applicants representing after-school and summer programs are eligible to apply in cases in which there is a very strong connection with a specific school's pre-K-12 curriculum. Such requests *must* include:

- 1) A list of the participating school(s) targeted
- 2) Explanation of why they were targeted/selected (Programs targeting under-engaged schools will receive priority over other afterschool and summer program requests.)
- 3) Letter(s) of commitment to participate from the participating school(s)
- 4) All Essential Elements of a Meaningful Watershed Education Experience as described above.

Budget Guidance and Funding Restrictions

- The Trust funds **up to half** of outdoor field experience costs, such as program fees, substitute costs, and transportation expenses. However, schools are encouraged to exceed the 50% level of match, if possible, by fully exploring match opportunities prior to submitting a request. In an effort to provide resources for as many students as possible to participate in meaningful watershed experiences, we hope our grantees can leverage as many matching funds and resources as possible.
- Title 1 schools running school-wide Title 1 programs are permitted to request full costs for bay and watershed education related field trips.
- If you are not requesting costs for the student-led action project, you must list in the budget the source of cash match for the action project costs.

The Trust does NOT fund the following:

- Projects that will occur outside of Maryland, Delaware, DC, Pennsylvania, Virginia, West Virginia or the Chesapeake Bay Watershed;
- Endowments, deficit financing, individuals, building campaigns, annual giving, research, fund raising or venture capital;
- Mitigation or capital construction activities such as structural erosion control measures;
- Political lobbying;
- Reimbursement for a project that has been completed or materials that have been purchased;
- Budget items that are considered secondary to the project's central objective. These items include, but are not limited to, cash prizes, cameras and video equipment;
- Promotional collateral such as pens, key-chains, t-shirts, etc.;
- Funding is generally restricted to projects on public property, private community-owned land and conservation easements, unless otherwise specified in a grant program.

The Trust evaluates each proposal on a case by case basis. The Trust and its partners reserve the right to fund projects and budget items that advance their mission and meet their specific funding priorities and criteria.

Deadlines, Awards, and Notifications

Due to high demand for field trips and other school-related requests, the Trust will offer two Mini Environmental Education Grant Program deadlines during the Trust's fiscal year: August 2, 2018 and January 10, 2019. The Trust is unable to provide reimbursement funding; this means that project start dates must occur after the date of decision. Deadlines, decision dates, and acceptable project start dates are listed below.

Mini Environmental Education Grant Program Deadlines:

<u>Deadline Date</u>	<u>Decision Date</u>	<u>Project Start Date</u>
August 2, 2018, before 4:00pm	September 28, 2018	no earlier than September 29, 2018
January 10, 2019, before 4:00pm	March 8, 2019	no earlier than March 9, 2019

Examples of application and project timing:

- If your field trip occurs on October 2, 2018, you must apply by August 2, 2018; if you apply to the January 10, 2019 deadline, your funding would be considered reimbursement, which is not allowed in this program.
- If your field trip occurs on March 1, 2019, you must apply by August 2, 2018, nine months in advance, in order to receive notification before your trip.
- If your field trip occurs on April 1, 2019, you can apply by either of these deadlines. However, if you wait until the January 10, 2019, deadline, you will not find out until March 8, 2019, only about three weeks before your field trip. If you need more lead time for planning purposes, you should apply by the August 2, 2018 deadline.

The Trust's deadline system of reviewing applications is meant to ensure that funding is available for projects that occur during the entire school year. The Trust cannot make exceptions to this policy nor provide reimbursement funding for already completed projects.

Review Process, Award Notification, and Final Reports:

All submitted applications are scored by two technical experts in environmental education and discussed by a review committee. Following final award decisions, all applicants will receive an e-mailed letter stating the Trust's decision. An application may be declined, partially awarded, or fully awarded.

To allow applicants to set expectations prior to investing time in application, the Trust provides historical application approval rates for the same or similar programs: Typical approval rate in this grant program is 70%.

If declined, the applicant is encouraged to reach out to Trust staff for feedback in order to strengthen their proposal for future submissions. The Trust is happy to discuss feedback with applicants.

If approved, the Trust will send an e-mailed award agreement with award conditions and the due date of the final report. Grantees must sign, scan, and upload the award agreement with original signatures to the online grant management system. Please allow a minimum of four weeks to receive your check (from the date the Trust receives the signed award agreement and all award contingencies in the online system). The Trust will mail the check to the applicant organization listed on the original online grant application form. When the project is complete, grantees are required to complete the final report form and budget expenditures spreadsheet, which is available through the online grant management system. Additional funding will not be awarded to grantees who have outstanding final reports for previously completed projects.

Funding Partners:

Generally, grants awarded in Maryland are funded by the *Treasure the Chesapeake* license plate dollars. Grants funded in Anne Arundel County may be funded by the Trust or the Community Foundation of Anne Arundel County. Grants awarded in Pennsylvania, Virginia, Delaware, West Virginia, and District of Columbia are typically supported by National Oceanic and Atmospheric Administration's "Bay Watershed Education and Training (B-WET)" fund. As such, these grants will be awarded federal dollars and are contingent upon availability of funds. Please check with your finance office that your organization can accept federal awards if you are not a Maryland applicant.

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).

Submitting Your Application

The Trust uses an online grants management system for the application process, and if awarded, grant management. As a result, you will need to register with the online grants management system with a username and password; if you have applied for a grant in the past please use your existing username and password (if you have forgotten either of these please use the 'forgot password' feature). To apply for a grant go to the Trust [website](#) and click on the appropriate start a new online application link.

Applicants will be required to complete and upload a narrative form depending on their type of request:
[Meaningful Watershed Educational Experience Narrative Form](#)
[Professional Development Trainings Narrative Form](#)

Applicants must submit proposals using our Online Grants System before **4:00 pm on the date of the deadline**. (See above for deadlines). Late applications will not be accepted, and the online funding opportunity will close promptly at the deadline.

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 Online Grant System technical assistance on the deadline date.

Contact

Contact Emily Stransky at (410) 974-2941 ext. 101 or estransky@cbtrust.org.

Online Proposal Instructions

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

Project Title: List the title of your project

Organization Information

- 1) Organization Name
- 2) Address
- 3) City, State, Zip
- 4) Phone
- 5) Mission of Organization
- 6) Organization Type
- 7) EIN Number
- 8) DUNs Number

An Executive Officer and Project Lead must be identified for all proposals and must be different individuals. Both individuals must be staff or board members of the applicant organization. Individuals associated with for-profit entities to be engaged in the project cannot serve in either role. If a school is applying, the Executive Officer should be a Principal, Vice Principal, or Superintendent. If a school is applying, the Project Lead can be the teacher who is leading the project. Executive Officer and Project Lead should not be the same individual.

Executive Officer/Principal of Requesting Organization

- 1) Name

- 2) Title
- 3) Address
- 4) Phone
- 5) E-mail

Project Officer/Teacher

- 1) Name
- 2) Title
- 3) Address
- 4) Phone
- 5) E-mail

Grant Information

- 1) Amount of funding requested
- 2) Grant Period: enter project start and end dates
- 3) In which stream, river or watershed will the project be located? If you need assistance identifying the watershed, you may find that DNR's [Surf your Watershed](#) is a useful reference.
- 4) In which county will the project be located?

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 limit the abstract to 100 words if possible.

Project Timeline

You will be asked to fill in a project timeline including major tasks and their associated start and end dates. You are limited to eight entries (though not required to use all eight), and are welcome to combine steps if necessary.

Project Deliverables

You will be asked to fill in a number of project outputs, including number of students, teachers, square feet of rain garden, volunteers engaged, trees planted, etc. Please fill out only the project deliverables that apply to your project, leave the others (that are not applicable) blank.

Volunteer Involvement

You will be asked to complete a form that includes the following: Description of volunteer activities; total # of volunteers engaged in each activity; and an estimated amount of hours contributed by those volunteers.

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. While not required, applicants are encouraged to upload a letter of support from each project partner outlining the partner's role in the project; letters of support can be uploaded in the narrative file attachment section.

Project Narrative File Attachment

You will be asked to complete and upload the Narrative (WordDoc) which can be found on the application form under the Narrative tab or below. Up to four additional file attachments may also be uploaded in this section. Only a total of five attachments will be reviewed. Additional attachments (more than 5 total) will not be reviewed. As a reminder, planting project requests must include a site plant, site photos, a native plant list, and a maintenance plan that assigns specific tasks to specific individuals throughout the year.

[Narrative for Meaningful Watershed Educational Experiences](#)

[Narrative for Professional Development Trainings](#)

Budget Upload

You will be asked to upload your budget using the Chesapeake Bay Trust Financial Management Spreadsheet, an excel file template. Copies of the form can be obtained by visiting www.cbtrust.org, clicking on "Grants and Opportunities," then "Forms and Policies", and downloading the file "**Financial Management Spreadsheet Template.**"

- Please be as detailed as possible. For example, elements of schoolyard habitat requests (e.g., native plants, gloves, mulch, and soil) must be listed separately. Do not combine personnel and indirect costs; personnel costs must reflect the actual hourly pay rate of the individual staff person for which the funds are being requested. For more information about the Trust's indirect policy, check [HERE](#).
- 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.
- Be sure to see "Funding Restrictions" section of Application Instructions above.
- Do not evaluate volunteer hours in terms of dollars; instead, list them separately in the deliverables section of the online application. 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 table.

Budget Category Information

This section will ask applicants to enter budget category totals. These totals will have been automatically calculated in the **Financial Management Spreadsheet**.

- **Personnel/Consultant Request Description & Additional Budget Justification:** If personnel and/or contractual costs are requested, use the personnel/ consultant request description table to provide detailed information about the scope(s) of work. Err on the side of providing too much detail. You are limited to 5 entries. For additional tasks, use the Additional Budget Justification Box. Use the budget justification section to provide a budget narrative. The narrative should include, in addition to general budget justification information, (a) detailed justification for staff cost requests, if requested, including a specific scope of work, specific tasks, and hours associated with those tasks and (b) the source of any construction cost estimates. Staff cost requests that are not fully justified will not be funded.