



GRANT INFORMATION GUIDE

Maryland Association for Environmental and Outdoor Education (MAEOE)

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

August 11, 2023

No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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State Superintendent of Schools
Secretary-Treasurer, Maryland State Board of Education

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Program Description

This grant provides support to the Maryland Association for Environmental and Outdoor Education (MAEOE) to increase the number of MAEOE Green Schools, increase the number of environmental educators who will provide MAEOE Green School training, support professional development and activities that incorporate environmental best practices in Maryland schools, and support statewide MAEOE Green School events.

The Maryland Green Schools Program is a sustainable schools solution designed to integrate hands-on, inquiry-based instruction. The program is meant to empower youth to practically apply knowledge at school, home, and in their communities to reduce environmental impact and encourage sustainable practices. In Maryland, all Pre-K to grade 12 public and independent schools are eligible to apply for the Maryland Green Schools award program that provides recognition for schools' efforts to enhance environmental sustainability. ¹

Each year of the grant, MAEOE will submit an annual evaluation of the impact of this program in terms of the increase in the number of MAEOE Green Schools, access to professional development for more teachers, and impact on the environmental literacy of students.

Authorization

[Maryland Code §7-117](#)

GRANT OVERVIEW

Name of Grant Program

Maryland Association for Environmental and Outdoor Education

Purpose

The Fiscal Year 2024 State Budget includes grant funds to MAEOE. Currently, approximately 33% of all Maryland schools are Green Schools. By increasing the number of Green Schools in Maryland, students, school administration, and school staff impact their school community by reducing environmental impacts and engaging in instruction towards environmental literacy aligned to Maryland Environmental Literacy Standards across discipline areas.

Dissemination

This Grant Information Guide (GIG) was released on July 12, 2023.

¹ <https://maeoe.org/green-schools-and-green-centers/green-schools-program>

Deadline

Proposals are due no later than 5:00 p.m. on August 11, 2023

Grant Period

July 1, 2023 - June 30, 2024

Funding Amount Available

There is \$276,400 available.

Estimated Number of Grants

One (1)

Submission Instructions

Grant applications must be submitted by 5:00 p.m. August 11, 2023, via email to Dr. Mary Weller at mary.weller@maryland.gov.

State Responsibilities

MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide additional assistance when requested.

Program Contact

Dr. Mary Weller

Coordinator of Science

410-767-0329

mary.weller@maryland.gov

Use of Funds

As specified in the Maryland Green Schools Act of 2019, [Maryland Code §7-117](#), the use of funds includes the following amounts for each required category of activities:

- Category 1, \$116,000: To support professional development, assist with transportation of students to and from environmentally focused activities, or support school projects that incorporate environmental best practices for waste reduction and recycling, energy conservation, water conservation, schoolyard habitat, outdoor classrooms, transportation, or health.
- Category 2, \$137,400: To increase the number of environmental educators in the state who will provide Green Schools training and assist schools with becoming a Green School.
- Category 3, \$8,000: To support statewide Green School events.
- Category 4, \$10,000: To conduct an annual evaluation of the impact of the MAEOE grant funds on increasing the number of Green Schools in the state.
- Category 5, \$5,000: To create an online application form for a school to apply to get funding under this grant program.

Funds may be used for:

- Salaries, wages, and stipends;
- Contract services;
- Equipment for program delivery;
- Travel and transportation for staff;
- In-state transportation for field experiences for students;
- Materials and supplies; and
- Food and beverages for purposes directly related to the required activities identified above.

Funds may not be used for:

- Purchase of equipment for administrative purposes; and
- Construction.

Program Requirements

MAEOE manages all required components of the Maryland Green Schools Program supported through this grant. This program provides Pre-K to 12th grade students with educational opportunities that empower them to make changes to reduce environmental impact, practice environmental stewardship, encourage sustainability, increase awareness of how our relationship with the environment ultimately impacts public health and society and fosters environmental literacy.

The Fiscal Year 2024 appropriation of the MAEOE grant is to be used to increase the number of Green Schools through certain specified purposes listed in Section 7-117 of the Education Article in Maryland Code. The application for funding must include information about the activities to be supported by the funding as well as the outcomes expected.

Each section of the application must be addressed and include evidence-based, effective practices aligned to the Maryland Environmental Literacy Standards. The grant application includes identification of the Goals, Impact, and Measurable Success Criteria for the Maryland Green Schools program, as well as a proposed budget and program assurances. This GIG includes instructions and examples of best practices for each area of program implementation.

The following overarching questions should be considered when preparing the application:

- For whom does the practice, decision, or activity serve or neglect?
- Whose voices are dominating or lacking in the conversation?
- What adverse impacts or unintended consequences could result from this decision?
- What steps are in place for ongoing data collection and reflection around outcomes?
- How diverse are the stakeholders leading the implementation/learning?
- How will the initiative, activity, or program increase the development and diversity of Green Schools?
- How will the initiative, activity, or program increase students' environmental literacy?

Suggested resources to support the requirements:

- [NAAEE Guidelines for Excellence: Professional Development of Environmental Educators](#)
- [Green Strides](#) – Free, Publicly-Available Resources that Support the U.S. Department of Education Green Ribbon Schools Award
- [Bay Backpack](#) – Tools to Support Meaningful Watershed Education Experiences
- [National Outdoor Learning Initiative](#) – Free, Online Resource Library Supporting Outdoor Learning Experiences for All Students

Category 1. Professional development for teachers, transportation for environmentally focused activities, or support for school projects that incorporate environmental best practices for waste and recycling, energy conservation, water conservation, schoolyard habitat, outdoor classrooms, transportation, or health. The application for funding must include a description of each activity to address the identified need and expected outcome. For example:

Goal #: Increase the number of Green School applicants from underserved regions by 50%.

Activity	Identified Need	Milestone(s)	Expected Outcome(s)
<p>Provide project funding to schools to implement environmental actions aligned to the Maryland Environmental Literacy Standards</p>	<p>Data from the Environmental Literacy Indicator Tool reveal schools need funding for student projects, sustainable school initiatives, professional development, and transportation.</p> <p>Source: Chesapeake Bay Program (CBP)</p> <p>Data mapping of current Green Schools indicates regions of the state where there is a deficit of Green Schools.</p> <p>Source: MAEOE</p>	<p>Distribute request for proposal and open online application link (no later than September 2023)</p> <p>Host information sessions for potential applicants with targeted recruitment in underserved regions (September/October 2023).</p> <p>Recruit proposal review panel (planned completion: August 2023).</p> <p>Hold proposal review consolidation meeting (planned completion: November 2023).</p> <p>Inform applicants of award status (planned completion: February 2024).</p>	<p>Information session participants will complete an application for funding.</p> <p>School project funding awardees will apply to become a Green School.</p>

Consider the following guiding questions regarding this Category:

1. How does this professional learning support a more significant number and diversity of teachers?
2. How will this assist with transportation to engage more students, especially those from underprivileged and/or under resourced communities?
3. How will supporting school projects support greater diversity of accomplishment by students, especially those from underprivileged and/or under resourced communities?

Category 2. Identification of new environmental educators in the state who will provide Green School training and assist schools with becoming a Green School. The application for funding must include a description of each activity to address the identified need and expected outcome. For example:

Goal #: Increase the number of new, diverse trainers by 10%.

Activity	Identified Need	Milestone(s)	Expected Outcome(s)
<p>High quality professional learning series designed for lead teachers to increase their capacity to lead the Green School application process.</p>	<p>National Oceanic and atmospheric Administration (NOAA) Bay Watershed Education and Training (B-WET) evaluation data indicate that practitioners need at least 30 hours of training, including 10 hours of outside instruction, to increase their efficacy teaching environmental literacy.</p> <p>Source: NOAA B-WET</p>	<p>Advertise professional learning series and recruit participants with an emphasis on regions of Maryland currently underrepresented in Green School attainment (August 2023–October 2023).</p> <p>Host a professional learning series using bi-monthly Google Meet video conferences (October 2023, December 2023, February 2024).</p>	<p>Participants indicate increased understanding of and capacity to lead the Green School application process.</p> <p>Participants initiate the Green School application process in their schools.</p>

Consider the following guiding question regarding this Category:

1. How will the initiative, activity, or program identify a more significant number and diversity of environmental educators?

Category 3. Hosting statewide Green School events. The application for funding must include a description of each activity to address the identified need and expected outcome. For example:

Goal #: Increase the number of recertifications by 60%.

Activity	Identified Need	Milestone(s)	Expected Outcome(s)
<p>Host a statewide youth summit for Green Schools that recertify or became a new Green School during the school year</p>	<p>Highlighting school sustainability initiatives serves as a tool to communicate practices and resources all schools can employ.</p> <p>Source: U.S. Department of Education Green Ribbon Schools (ED-GRS)</p>	<p>Recruit green career, environmental literacy service providers, federal, state, and local government agencies, and other partners to host a booth at the youth summit (October 2023–March 2024).</p> <p>Inform schools about their Green School status (April 2024).</p>	<p>Increase the number of applications for recertification from attendees by 80%.</p>

Consider the following guiding question regarding this Category:

1. Will this initiative, activity, or program include professional learning opportunities? If so, how does this professional learning support a more significant number and diversity of teachers?

Category 4. Conducting an annual evaluation of the impact of the MAEOE grant funds on increasing the number of Green Schools in the state, providing professional development to more teachers, and increasing the environmental literacy of students. The application for funding must include a description of each activity to address the identified need and expected outcome. For example:

Goal #: Conduct an annual evaluation on the impact of programming that is supported by this grant on the number of Maryland Green Schools.

Activity	Identified Need	Milestone(s)	Expected Outcome(s)
<p>Conduct an evaluation of the Diversity, Equity, Inclusion, Justice, and Accessibility DEIJA symposium series to increase the number of green schools from underserved regions.</p>	<p>Evaluation is used to inform programming decisions, adjust programs, and improve its effectiveness.</p> <p>Source: My Environmental Education Evaluation Resource Assistant (MEERA)</p>	<p>Collect demographic data from symposium attendees including the name of the school where symposium attendees teach (October 2023, February 2024, May 2024).</p> <p>Analyze data to determine the extent to which symposium attendees completed the intent to apply Google Form (February 2024).</p> <p>Analyze data to determine the extent to which symposium attendees applied to become a new green school or recertified as a Green School (April 2024).</p>	<p>Symposium attendees from underserved regions identified in Fiscal Year 2023 increased the number of applications submitted to become a new or recertified Green School by 70%.</p> <p>50% of schools of symposium attendees from underserved regions became a new or recertified Green School.</p>

Consider the following guiding questions regarding this Category:

1. How will you ensure the contracted evaluator will address the following?
2. The impact of initiatives, activities, or programs throughout the year on the number and diversity of Green Schools in the state;
3. Who may be served or neglected by increasing the number and diversity of Green Schools; and
4. Whose voices are dominating or lacking when considering the current number and diversity of Green Schools.

Category 5. Creation of an online application form for a school to apply to get funding under this grant program. The application for funding must include a description of each activity to address the identified need and expected outcome. For example:

Goal #: Increase the number of Green Schools from underserved communities by 50%.

Activity	Identified Need	Milestone(s)	Expected Outcome(s)
<p>Develop the application for funding in a Google Apps for Education application</p>	<p>Data from the Environmental Literacy Indicator Tool reveal schools need funding for student projects, sustainable school initiatives, professional development, and transportation.</p> <p>Source: CBP</p>	<p>Evaluate applications of unsuccessful applicants to determine areas in need of support (July–August 2023).</p> <p>Create an online funding application to reduce barriers to its successful completion (September 2023–January 2024).</p> <p>Pilot new application with a small cohort of schools (January–March 2024).</p> <p>Revise application based on feedback from pilot (May–July 2024).</p> <p>Full roll-out of application (August 2024).</p>	<p>Increase the number of Green Schools from underserved communities by 50%.</p>

Consider the following guiding questions regarding this Category:

1. How will the online application facilitate schools to obtain funding?
2. How did the request for proposal development, application review, and grantee selection processes ensure high-quality outcomes and an equitable review and selection process?
3. Who does an online application serve or neglect?
4. What adverse impacts or unintended consequences could result from a completely online process for schools to obtain funding?

Application Requirements

COVER PAGE

Applications must include the Proposal Cover Page provided in the application for participation that includes a project statement. The project statement should briefly describe the project's outcome(s) and strategies (i.e., what the project will do, and how it will be accomplished). Do not exceed the 100-word limit. The Proposal Cover Page should be printed and signed by MAEOE's Executive Director.

PROJECT ABSTRACT (1 PAGE)

In the Project Abstract, introduce the project to the reader. The abstract should be factual, brief, and focused on the organization's efforts. Do not assume the reader is familiar with the proposed project. The project abstract should cover the core aspects of the proposed project, such as the populations served, a brief description of the goals, the strategies to meet them, and the roles of the partners.

PROJECT NARRATIVE (10-PAGE LIMIT)

The project narrative consists of the following sections. Reviewers will score these sections.

- Extent of Need
- Goals, Measurable Outcomes and Milestones
- Plan of Operation, Key Personnel, and Timeline
- Evaluation and Evidence of Impact

EXTENT OF NEED

Describe a clearly defined, data-supported problem, condition, or need to be addressed through the Fiscal Year 2024 MAEOE grant that will increase the number of Maryland Green Schools and advance environmental and outdoor education programs.

GOALS, MEASURABLE OUTCOMES, AND MILESTONES

Goals

State the overall goal of the project. The goal(s) should address the main problem identified within the needs assessment as well as the number of expected Green Schools by the end of the grant period. The applicant must identify at least one goal for each required area of implementation:

- Professional development and environmentally focused activities.
- New environmental educators in the state.
- Statewide Green School events.
- Annual evaluation of impact.
- Online application for schools.

Measurable Outcomes

Measurable Outcomes are the anticipated outcomes to be accomplished for the project and each must be related to a goal. Outcomes break the long-term goals into steps or address the factors contributing to the problems addressed by the goal. It is imperative that outcomes be established for every target population the project is designed to affect.

Below are some tips for writing outcomes:

- State your outcome in quantifiable terms.
- Outcomes should specify the result of an activity.
- Outcomes should identify the target audience or community being served.
- Objectives need to be realistic and capable of being accomplished within the grant period.

Milestones

Ongoing evaluation is essential to the management of a project. Since goals and outcomes are not evaluated until the end of the year, milestones must be established to measure progress during the year. Milestones should be evaluated either quarterly or semiannually.

Since milestones are intended to indicate progress towards an outcome, each milestone must be related to a stated outcome. Keep in mind that milestones are indicators of progress and may not use the same measurement tool as the objective to which they are related. A project may take months before there is an impact on clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Be sure that milestones are ambitious, yet attainable.

PLAN OF OPERATION, KEY PERSONNEL, AND TIMELINE

The Plan of Operation includes the strategies and activities that will be implemented to achieve the project's goals, outcomes, and milestones. For each Category, describe a plan of operation that addresses, at a minimum, the key components of the program's implementation or expansion.

Include a timeline and the key personnel associated with each component of the plan of operation. For key personnel, include the roles, responsibilities, tasks, and deadlines of key contributors required for program success. Ensure that all administrative and key personnel responsible for the successful implementation and monitoring of the grant requirements are captured here.

EVALUATION AND EVIDENCE OF IMPACT

MAEOE is required to submit final narrative and financial reports and interim progress reports that are consistent with the allowable purposes identified in section 7-117 of the Education Article in Maryland Code. Keep in mind that the annual evaluation, as described in Maryland Code, will examine the extent to which the funding has increased support for the development of Green Schools, provided professional development to more teachers, and increased the environmental literacy of students.

Budget and Budget Narrative

The project's budget should detail all related project expenses in a separate itemized budget. It should demonstrate the extent to which the budget is reasonable and cost-effective. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget for that year. Reviewers should be able to see a clear connection between the project activities and the budget line items.

The itemized budget form (C-1-25) can be accessed through the [MSDE grants webpage](#), and a proposed budget must be submitted with the application.

The application form includes a space for applicants to provide the program's budget and a budget narrative. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget. See a sample budget below:

1. Salaries & wages (list separately for each position)

Line item	Calculation	Requested	In-Kind	Total
Project Manager, LEA staff member	\$50/hr. x 40 hrs. per week x 52 weeks	\$83,200	\$20,800	\$104,000
Total for salaries & wages:		\$83,200	\$20,800	\$104,000

2. Contracted Services

Line item	Calculation	Requested	In-Kind	Total
4 LEA Distinguished Teachers to co-develop PD session 1	\$1,500 stipends x 4 Distinguished Teachers	\$6,000	0	\$6,000
2 LEA Distinguished Teachers to co-facilitate PD session 1	\$1,000 stipends x 2 Distinguished Teachers	\$2,000	0	\$2,000
20 LEA teacher participants to attend PD session 1	\$125/session x 20 participants	\$2,500	0	\$2,500
20 teacher candidate stipends during 21 st century practicum	\$10,000 per full year practicum x 20 candidates	\$150,000	\$50,000	\$200,000
Total for contracted services:		\$166,500	\$50,000	\$216,500

Appendices

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative:

Appendix A: A signed [Recipient Assurances page](#)

Appendix B: A signed MSDE [C-1-25 Budget Form](#)

Maryland Association for Environmental and Outdoor Education Scoring Rubric

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Extent of Need	The extent of need is clearly described; the program need is evident.	There is a limited description of the extent of need. Limited data justifying program presented.	The extent of need is not clearly identified
Goals, Measurable Outcomes, and Milestones	The application articulates multiple and exemplary measurable goals, outcomes, and milestones. Includes a clear narrative to achieve these goals. Outcome statements are clear and tell how the project's target population would improve.	The application partially lists goals and outcomes and does not include measures of progress towards the goal. The application notes outcomes that do not align to the problem/need identified.	Program goals, outcomes, and milestones are not clear, measurable, or attainable. Statements are vague and not measurable.
Plan of Operation, Key Personnel, and Timeline	Includes a detailed plan of operation that addresses each goal identified in the grant information guide. Activities occur within the grant period. Key personnel have considerable experience related to environmental literacy and Green Schools.	Proposed activities are evidence-based and meet the requirements for the selected strategy. There is a timeline for all key activities. Key personnel have relevant experience. The names, titles and percentage of time dedicated to the program are provided.	Proposed activities are listed and lacking alignment to a strategy. There is no clear plan of operation. The timeline is either missing or does not include dates for all activities. Key personnel information is incomplete.
Evaluation and Evidence of Impact	There is an evaluation plan that includes clear questions, a description of proposed data instruments, collection processes, and analytic methods aligned to the goals. The applicant is	There is a plan for how the applicant will measure the program's success per selected strategy. Evaluation measures align to the extent of need and the stated goals. There is a plan that details timeline	The evaluation plan does not measure the success of the program and is disconnected from the goals and plan of operation. There is no

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
	<p>explicit about who is assigned to this task and timeline to complete. There is a plan to collect, evaluate and report on outcomes.</p>	<p>and responsible individual for disseminating.</p>	<p>plan for disseminating results to stakeholders.</p>
<p>Budget and Budget Narrative</p>	<p>The application includes a thorough budget narrative. The itemized budget narrative lists budget items showing how the cost of each item was calculated. Budget calculations are correct.</p>	<p>The application includes a broad budget narrative. The budget narrative lists budget items showing how the cost of each item was calculated but lacks detail.</p>	<p>The application lacks a budget narrative or lacks detail and is not itemized. Budget contains errors.</p>

Reporting Requirements

The grantee must comply with the following reporting requirements:

Date	Reporting Requirements
Ongoing	Fiscal and programmatic monitoring
January 31, 2024	Interim Progress Narrative Report
July 30, 2024	Final Progress Narrative and Financial Report; Annual Evaluation Report

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-1-25 B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#). Final invoices must be submitted no later than 60 days after the grant period ends.

Grant Timeline

This funding opportunity, including all attachments and updates, are found on the [MSDE grants webpage](#).

Date	Program Milestone
July 12, 2023	The Grant Information Guide and the application for participating are released
July 19, 2023 July 28, 2023 August 7, 2023	MSDE will hold three virtual customer service support sessions
August 11, 2023	The grant application period closes
August 17, 2023	MSDE Review Committee will evaluate proposals
July 1, 2023	The grant period begins
June 30, 2024	The grant period ends

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Operations

Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor
Baltimore, Maryland 21201-2595

410-767-0123 - voice

410-767-0431 - fax

410-333-6442 - TTY/TDD

The General Education Provisions Act (GEPA)

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation.

Customer Service Support Sessions

MSDE will hold customer service support sessions. During the sessions, MSDE personnel will provide an overview of the requirements and application process. The sessions will be held on:

Wednesday, July 19, 2023

11:00 a.m. – 12:00 p.m.

Google Meet joining info

Video call link: <https://meet.google.com/grd-gduy-tcz>

Or dial: (US) +1 224-442-3395 PIN: 128 454 912#

More phone numbers: <https://tel.meet/grd-gduy-tcz?pin=2583738084252>

Friday, July 28, 2023

10:00 a.m. - 11:00 a.m.

Google Meet joining info

Video call link: <https://meet.google.com/pyt-muba-cpk>

Or dial: (US) +1 224-458-3417 PIN: 933 665 668#

More phone numbers: <https://tel.meet/pyt-muba-cpk?pin=8546229409865>

Monday, August 7, 2023

11:00 a.m. – 12:00 p.m.

Google Meet joining info

Video call link: <https://meet.google.com/yoy-uisp-cuu>

Or dial: (US) +1 512-956-8646 PIN: 792 155 248#

More phone numbers: <https://tel.meet/yoy-uisp-cuu?pin=1391891711781>

MSDE staff will also be available to provide technical assistance throughout the grant application process. Contact Dr. Mary Weller at mary.weller@maryland.gov with questions related to the MAEOE grant.

This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).

Attachment

Maryland Association for Environmental and Outdoor Education Application for funding