



GRANT INFORMATION GUIDE

Maryland Association of Environmental and Outdoor Education (MAEOE)

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

September 30, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

This grant provides support for environmental and outdoor education programs throughout the state, aligned to the Maryland Environmental Literacy Standards. State funding is provided to the Maryland Association of Environmental and Outdoor Education (MAEOE) to increase the number of Green Schools, increase the number of environmental educators who will provide Green Schools training, support professional development and activities that incorporate environmental best practices in Maryland schools, and support statewide Green School events.

A Green School is a classification given to schools that have improved operations in environmental and human health, energy efficiency, indoor environmental quality, materials selection, sustainability, site development and water conservation. A Green School seeks to obtain a Leadership in Energy and Environmental Design (LEED) rating. LEED certification is a nationally accepted benchmark for design, operations, and construction. Schools with LEED certifications are classified as environmentally conscious and energy efficient.

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

NAME OF GRANT PROGRAM

Maryland Association of Environmental and Outdoor Education Grant

AUTHORIZATION

[Maryland Code §7-117](#) from HB1366 - Maryland Green Schools Act of 2019

[Maryland Association of Environmental and Outdoor Education Grant – Funding and Evaluation – Extension](#)

PURPOSE

The FY23 State Budget includes grant funds to the Maryland Association of Environmental and Outdoor Education. 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 September 9, 2022.

DEADLINE

The grant application is due no later than 5 p.m. on September 30, 2022.

GRANT PERIOD

July 1, 2022 to June 30, 2023

FUNDING AMOUNT AVAILABLE

\$272,100

SUBMISSION INSTRUCTIONS

Grant applications must be submitted by 5:00 p.m. September 30, 2022 via email to Mary.Weller@Maryland.gov.

STATE RESPONSIBILITIES

The MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide such additional assistance when requested. The MSDE program contact monitors grantee progress and reporting as required.

PROGRAM CONTACT

Mary Weller
Coordinator of Science
Division of Curriculum, Instructional Improvement, and Professional Learning
Phone: 410-767-0329

Definitions

Diversity - the practice of including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures, and beliefs (especially, including underserved communities).

Professional Development - activities providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and as applicable, early childhood and non-formal educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Underserved Populations – populations underserved because of geographic location, sexual orientation, gender identity, underserved racial and ethnic populations, populations underserved because of special needs (such as language barriers, disabilities, alienage status, or age).

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. \$115,600 - 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 and recycling, energy conservation, water conservation, schoolyard habitat, outdoor classrooms, transportation, or health.

Category 2. \$133,500 – 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 (in-state);
- 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;
- Construction; and
- Out-of-State travel and transportation.

Program Requirements

MAEOE manages all required components of the Maryland Green Schools Program supported through this grant. This program provides PreK 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 FY23 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 Grant Information Guide (GIG) includes instructions and examples of best practices for each area of program implementation.

Suggested resources to support the following requirements:

- [Learning Forward](#) – Best Practices for High Quality Professional Learning
- [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 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)
Provide project funding to schools to implement environmental action aligned to the Maryland Environmental Literacy Standards	<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>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 2022)</p> <p>Host information sessions for potential applicants with targeted recruitment in underserved regions (September/October 2022)</p> <p>Recruit proposal review panel (Planned completion: August 2022)</p> <p>Hold proposal review consolidation meeting (Planned completion: November 2022)</p> <p>Inform applicant of award status (Planned completion: February 2023)</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>

Category 2. Identification of new environmental educators in the state who will provide Green Schools 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)
High quality professional learning series designed for lead teachers in order to increase capacity to lead Green School application process.	NOAA Bay Watershed Education and Training (B-WET) evaluation data indicates that practitioners need at least 30 hours of training, including 10 hours of outside instruction to increase their efficacy teaching environmental literacy. Source: NOAA B-WET	Advertise professional learning series and recruit participants with an emphasis on regions of Maryland currently underrepresented in Green School attainment. (August 2022 – October 2022) Host a professional learning series using bi-monthly Google Meet video conferences. (October 2022, December 2022, February 2023,)	Participants indicate increased understanding of and capacity to lead the Green Schools application process. Participants initiate the Green School application process in their schools.

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)
Host a statewide youth summit for Green Schools that recertified or became a new Green School during the school year.	Highlighting school sustainability initiatives serve as a tool to communicate practices and resources all schools can employ. Source: ED-GRS	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 2022 – March 2023) Inform schools about their Green School status (Earth Day, April 2023)	Increase the number of applications for recertification from attendees by 80%

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 #: *Use evaluation data to identify focus area(s) to direct resources for FY23.*

Activity	Identified Need	Milestone(s)	Expected Outcome(s)
<p><i>Conduct an evaluation of how the DEIJA symposium series increased the number of green schools from underserved regions.</i></p>	<p><i>Evaluation is used to inform programming decisions, adjust programs and improve its effectiveness.</i></p> <p><u>Source: MEERA</u></p>	<p><i>Collect demographic data from symposium attendees including the name of the school where symposium attendees teach. (October 2022, February 2023, May 2023)</i></p> <p><i>Analyze data to determine the extent to which symposium attendees completed the intent to apply Google Form. (February 2023)</i></p> <p><i>Analyze data to determine the extent to which symposium attendees applied to become a new green school or recertified as a green school. (April 2023)</i></p>	<p><i>Symposium attendees from underserved regions identified in FY22 increased the number of applications submitted to become a new or recertified Green School by 70%</i></p> <p><i>50% of schools of symposium attendees from underserved regions became a new or recertified Green School</i></p>

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)
<i>Develop the application for funding in a Google Apps for Education application</i>	<p><i>Data from the Environmental Literacy Indicator Tool reveal schools need funding student projects, sustainable school initiatives, professional development, and transportation.</i></p> <p><u>Source: CBP</u></p>	<p><i>Evaluate applications of unsuccessful applicants to determine areas in need of support. (July-August 2022)</i></p> <p><i>Create online funding application to reduce barriers to its successful completion (September 2022 – January 2023)</i></p> <p><i>Pilot new application with a small cohort of schools (Jan. – Mar. 2023)</i></p> <p><i>Revise application based on feedback from pilot (May–July 2023)</i></p> <p><i>Full roll-out of application (August 2023)</i></p>	<i>Increase the number of Green Schools from underserved communities by 50%</i>

Application for Funding

REQUIRED COMPONENTS

A. Application Cover Page (1 page)

The cover page includes all contact information and grant partnership information including the total amount of the grant and the organization’s Employer Identification Number (EIN) and Unique Entity Identifier (UEI) number if available.

B. Project Narrative (10-page limit)

- Extent of Need

Describe a clearly defined, data-supported problem, condition, or need to be addressed through the FY23 MAEOE Grant that will increase the number of Maryland Green Schools, and advance environmental and outdoor education programs.

- Goals and Measurable Outcomes

State the overall goal(s) of the FY23 MAEOE Grant. The goal(s) should address the main problem identified in the needs assessment as well as the number of expected new Green Schools. Applicants must identify goals for each required area of implementation:

1. Professional development and environmentally focused activities;
2. New environmental educators in the state;
3. Statewide Green School events;
4. Annual evaluation of impact; and
5. Online application for schools;

For each goal statement, identify objectives and anticipated outcomes to be accomplished.

- Evidence of Impact

Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact. Include a description of the organization's experience in terms of effective practices (research-based strategies) leading to the desired outcomes.

- Plan of Operation

Discuss the strategies and activities to be used to accomplish the outcomes for each program requirement (#1-#5). Include in this section a justification as to why the strategies were chosen and how they will help to achieve the outcomes. Include responses to the questions listed below for each category to inform the plan of operation.

Overarching questions for Categories 1 - 3:

- For whom does the practice, decision, activity serve or neglect?
- Whose voices are dominating or lacking from 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 this initiative, activity, or program increase the development and diversity of Green Schools?
- How will this initiative, activity, or program increase students' environmental literacy?

Guiding questions specific to each appropriation category:

Category 1:

- How does this professional learning support a more significant number and diversity of teachers?

- How will this assist with transportation to engage more students, especially those from underprivileged and/or under resourced communities?
- How will supporting school projects support greater diversity of accomplishment by students, especially those from underprivileged and/or under resourced communities?

Category 2:

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

Category 3:

- 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:

How will you ensure the contracted evaluator will address the following?

- The impact of initiatives, activities, or programs throughout the year on the number and diversity of Green Schools in the state;
- Who may be served or neglected by increasing the number and diversity of Green Schools; and
- Whose voices are dominating or lacking when considering the current number and diversity of Green Schools.

Category 5:

- How will the online application facilitate schools to obtain funding?
- How did the RFP development, application review, and grantee selection processes ensure high-quality outcomes and an equitable review and selection process?
- For whom does an online application serve or neglect?
- What adverse impacts or unintended consequences could result from a completely online process for schools to obtain funding?
- Management Plan/Key Personnel, and Project Timeline

The management plan clearly defines the roles, responsibilities, tasks, and deadlines of key contributors making sure your program is a success. Ensure that all administrative and key personnel responsible for the successful implementation and monitoring of the grant requirements are captured here. The project timeline is a Gantt chart with columns representing the months of the funding cycle. It should contain three sections: management, implementation, and evaluation. See sample below:

Management Activity	1	2	3	4	5	6	7	8	9	10	11	12
Hire Project Manager	■											
Hire Lead Teachers to facilitate PD		■										
Convene Steering Committee	■			■			■			■		
Implementation Activity	1	2	3	4	5	6	7	8	9	10	11	12
Hold PD session 1				■								
Hold debriefing session with participants					■							
Evaluation Activity	1	2	3	4	5	6	7	8	9	10	11	12
Collect exit survey from participants					■							

- Evaluation and Dissemination Plan

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 whether the funding has increased support for the development of Green Schools, provided professional development to more teachers, and increased the environmental literacy of students.

C. Budget and Budget Narrative (no page limit)

The [itemized budget form \(C-1-25\)](#) can be accessed through the MSDE grants website, 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.

D. Attachments and Supporting Documentation

- Signed assurances - Please read and complete the Recipient Assurances page which must be signed and dated by the head of your grantee agency.
- An Excel version of the proposed [Itemized Budget Form \(C-1-25\)](#).

The Review Process

The review of the MAEOE Grant Application includes confirmation of inclusion of all required sections. Missing or incomplete components will require revision to meet the requirements prior to funding. The application must meet a minimum score of 72 to be eligible for funding.

Project Narrative (90 Points)			
Plan Criteria	Level 3 Exceeds Requirements	Level 2 Meets Requirements	Level 1 Meets Few or No Requirements
Extent of Need (35 Points)	The extent of need is clearly described; the program need is evident. 35-26	There is a limited description of the extent of need; limited data; and. 25-12	The extent of need is not clearly identified. 12-0
Goals and Measurable Outcomes (20 Points)	Identifies multiple, measurable goals, and outcomes. Includes a clear narrative to achieve these goals. Outcome statements are clear and tell how the project's target population would improve. 20-16	Partially lists goals and outcomes and does not include measures of progress towards the goal. Notes outcomes does not align to the problem/need. 15-7	Incomplete identification of goals and outcomes. Statements are vague and not measurable. 7-0
Plan of Operation, Management Plan, Key Personnel (20 Points)	Includes a detailed plan of operation that addresses each goal identified in the GIG. Activities occur within the grant period. 20-16	A broad plan of operation that addresses some items identified in the statement of need. 15-7	The plan of operation provided does not address the items identified in the statement of need. 7-0
Evaluation (15 Points)	The application clearly identifies measurable program improvements and the data that will be reviewed. There is a plan to collect, evaluate and report on outcomes. 15-11	The application somewhat identifies measurable program improvements and the data that will be reviewed. 10-6	The application does not identify measurable program improvements. There is a limited plan to collect, evaluate and report on outcomes. 5-0
Budget (10 Points)			
Plan Criteria	Level 3 Meets All Criteria	Level 2 Meets Some Criteria	Level 1 Meets Few or No Criteria
Budget Narrative (10 Points)	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.	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.	The application lacks a budget narrative or lacks detail and is not itemized. Budget contains errors.

10-6

5-3

2-0

AWARD NOTIFICATION

Notification of awards will be sent by email in October 2022. Processing of the official Notice of Grant Awards (NOGA) will begin in October 2022. Please note this process can take 4-6 weeks.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
Ongoing	Fiscal and program monitoring
October 17, 2022	Q1 Quarterly Grant Meeting and Updates
January 30, 2023	Q2 Quarterly Grant Meeting and Interim Progress Narrative Report
April 17, 2023	Q3 Quarterly Grant Meeting
July 30, 2023	Final Progress Narrative and Financial Report; Annual Evaluation Report

Notes: Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#). Final invoices must be submitted no later than 30 days after 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), Section 427

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 in order to overcome barriers to equitable participation.

Customer Service Support Session

The MSDE will provide customer service support to MAEOE regarding the completion of the application on Thursday, September 15, 2022. During this session, MSDE personnel will provide an overview of the grant funding, the requirements, and the application process.

Grant Timeline

This funding opportunity, including all attachments and updates, are found on the MSDE website.

Date	Program Milestone
September 9, 2022	MSDE disseminates the grant information and opens the application submission window
September 15, 2022	The MSDE will hold an information session from 11a – 12p to provide customer support
September 30, 2022	The grant application period closes – Application and all attachments are due to MSDE
October 14, 2022	MSDE completes application review and notifies awardee
July 1, 2022 – June 30, 2023	Grant Period
January 30, 2023	Interim Report (Narrative and Financial)
July 30, 2023	Final Evaluation and Report (Narrative and Fiscal)

Appendix

- MSDE [Recipient Assurances](#) page
- MSDE [Itemized Budget Form \(C-1-25\)](#)