



Environmental Education Grant Program Application Package

www.chesapeakebaytrust.org / 410-974-2941

AT A GLANCE

The 2018 Environmental Education Grant Program is designed to engage Maryland students in classroom and field based activities that increase stewardship of local rivers, streams and the Chesapeake Bay.

In this Application Package:

Section 1: Program Overview

Section 2: Grant Program Criteria

Section 3: Application Instructions

Deadlines:

5 pm, December 8, 2017

Decisions made February 2018

NEXT DEADLINE: Fall/Winter 2018

Request Level:

Multi-year requests (2-3 years)

\$5,001 - \$40,000 per yr for up to 3 yrs

One year requests (March 2018 –

August 2019)

\$5,001 - \$40,000 for 1 year

Submit Your Application on-line at

www.cbtrust.org/grants/environmentaleducation.



www.bayplate.org

Introduction

The Chesapeake Bay Trust promotes public awareness and participation in the restoration and protection of the water quality and aquatic and land resources of the Chesapeake Bay region and other aquatic and land resources of the State. Since 1985, the Trust has awarded over \$80 million in grants to schools, nonprofit organizations, and public agencies throughout Maryland.

The Trust is supported by purchases of the *Treasure the Chesapeake* license plates, the Chesapeake Bay Fund tax check-off option on the Maryland State income tax form, partnerships, and donations from individuals and corporations. The Trust greatly appreciates your support which makes our programs possible.

Goals of the Grant Program

The Trust believes the recovery of our local streams, rivers, and the Bay – the future health of our environment, economy, and communities – depends on an environmentally literate and engaged citizenry. The Trust seeks to increase environmental stewardship through environmental education by providing grants that build and/or expand pre-K through 12 environmental education programs using the Meaningful Watershed Educational Experiences (MWEE) model. MWEEs are investigations into local environmental issues that include both learning in the classroom and learning outdoors and culminate in students addressing their issue through developing and implementing action projects in their community. MWEEs incorporate a number of best environmental education and education practices in an effort to increase student engagement, academic achievement, and environmental stewardship. More information and guidance for MWEEs can be found at the link below:

www.cbtrust.org/grants/environmentaleducation

As part of the Trust's effort to build capacity to implement comprehensive environmental education programs for all Maryland students, we encourage applicants to engage underserved school districts and/or communities.

As a partner of Project Green Classrooms in Maryland, the Trust is committed to supporting efforts to reconnect children with the outdoors, specifically through effective implementation of the graduation requirement in Environmental Literacy for Maryland Public Schools. The Trust is also committed to further advancing the regional efforts of the 2014 Chesapeake Bay Agreement's Environmental Literacy Goal of every student experiencing at least one MWEE in elementary, middle, and high school.

Funding Availability

The Trust has made available \$400,000 for this grant program in Fiscal Year 2018. Individual applications may be submitted for amounts detailed below. **Please contact Tara Baker, tbaker@cbtrust.org, to discuss which funding level is most appropriate for your project idea.** Applicants are strongly encouraged to contact Trust staff to discuss proposals prior to the deadline.

Multiple year requests: Applicants may request from **\$5,001 to \$40,000 per year for up to three years (Maximum \$120,000 total award over years 2018 - 2021)**. The Trust anticipates making one or two multi-year awards. Applicants can submit two year or three year requests but all applicants for multi-year requests must talk with Trust staff prior to formulating proposals.

Single year requests: Applicants may request **\$5,001 - \$40,000 for a grant period of March 2018 – August 2019**. The Trust anticipates making 6-10 awards at this level.

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

Applicants requesting funds for multiple years MUST contact Trust staff before submitting proposals: This is a critical step that will allow the Trust to work closely with potential applicants to develop competitive proposals. Time permitting, Trust staff may meet with potential applicants to review their proposed programs and provide guidance on future proposals.

Support for School System MWEE Programs

All proposals submitted must work with local school system partners to ensure the activities proposed support the establishment of comprehensive, systemic, and sustainable environmental literacy programs that meet the MWEE definition. The Trust is looking to fund proposals that result in systemic MWEE projects; meaning they reach the entire student and teacher population in one or more grades in a school district. However the Trust recognizes some organizations and school districts face extraordinary challenges due to lack of local resources or partners, policies of school districts, or limited internal capacity in meeting the rigor of systemic MWEE implementation. Thus, the Trust will accept proposals that target only some students in a school district, but that work to lay the foundation and build the capacity for systemic MWEE implementation. Applicants can be local school systems or nonprofit organizations working in partnership with local school systems.

Chesapeake Bay Trust grant funding supports schools systems and their partners to develop Environmental Literacy Programs that meet and exceed the guidelines developed by the Maryland State Department of Education (MSDE) for the Environmental Literacy Graduation Requirement.

School systems are undertaking a variety of activities to develop and implement Environmental Literacy Programs. The Trust encourages applicants to request support for the development and implementation of new or enhanced Meaningful Watershed Education Experiences (MWEEs). These experiences can focus on a local environmental issue or topic (not just water quality/watersheds) and should be fully integrated with classroom instruction.

Criteria to guide development of these experiences are detailed in the section below. A robust and collaboratively implemented environmental literacy MWEE program typically includes a number of important elements:

1. Program Development and Curriculum Integration:

- a. Integration: The successful integration of the environmental literacy standards with system-wide curriculum. The infusion of the standards through all grade levels (PreK-12) and across all disciplines ensures a continuous progression of knowledge and skills needed for students to graduate as environmentally literate decision makers. The Trust would consider supporting specific activities that infuse environmental literacy standards into appropriate curricular areas and courses (including those outside of Science) through the development of curriculum, lesson plans, field investigations, and action projects.
- b. Established partnerships: Local partnerships can support the delivery of the program by providing curricular and professional development as well as resources, and provide opportunities that extend and enrich the learning experience into the local community. The Trust would consider supporting activities that provide community support and program enrichment to an environmental literacy program.

2. Instruction and Methodology:

- a. Annual field and outdoor experiences for all students: The Trust supports development of strategies or programs that engages all students in learning about the environment in a natural setting (schoolyard, community or off site natural setting). These experiences should be designed to address the criteria defined in the criteria section below.
- b. Student engagement in environmental action projects: The Trust supports development of strategies or programs that engage all students in actions to address a local or regional environmental problem or issue. These experiences should be designed to address the criteria defined in the criteria section below.

3. Professional Development:

- a. Professional development plan: The Trust supports implementation of a professional development plan for classroom teachers and administrators with emphasis on the value and effective use of the outdoors for learning and the establishment of an innovative support network to provide ongoing teacher development support. Professional development can include engagement of lead teachers, administrators, curriculum specialists, maintenance workers, environmental education providers and community partners in the collaborative development of curriculum, lesson plans, and field activities.
- b. Establish a support network to provide ongoing teacher development support for environmental literacy which could include environmental lead teachers at each school, training of content or pedagogy resource specialists, communities of learning, and/or other appropriate venues to model and support high quality instruction, connect teachers with community resources, and assess ongoing professional development and resource needs.

4. Monitoring and Evaluation:

- a. Established accountability program: The Trust supports mechanisms to track student participation in outdoor environmental experiences and action projects and to evaluate experiences to ensure that they are addressing best practices and meeting environmental literacy standards.

Grant Program Criteria

This grant program supports the development, expansion, delivery, and implementation of comprehensive programs to provide Meaningful Watershed Educational Experiences (MWEEs) for students as a component of a school system's Environmental Literacy Program. Successful proposals can include program development activities that lead to the delivery of teacher supported MWEEs for students. These experiences should meet the criteria outlined below. Experiences should be investigative and project oriented, provide both structured and unstructured outdoor learning experiences, be integrated with classroom instruction, incorporate time for reflection, utilize the local community and environment and be part of a sustained program or activity for participating students. Programs should be contributing to the implementation of environmental literacy programs in local schools and/or school systems. Requests for professional development to support MWEEs and environmental literacy programs are welcome and encouraged.

The Trust highly recommends reviewing [An Educator's Guide to the Meaningful Watershed Education Experience](#) which was developed by the Chesapeake Bay Program, NOAA, Chesapeake Bay Foundation, and the Chesapeake Bay Trust before applying for guidance and resources in designing a MWEE.

Funds can support costs associated with: development, alignment, and/or adaptation of curriculum; lesson plans and student resources; teacher professional development; establishment of teacher and school support networks; equipment and materials; and costs associated with outdoor learning experiences and student action projects. All applicants are encouraged to work with community partners in all aspects of program development and implementation. Additional criteria to guide development of proposals are as follows:

Specific criteria include:

- **Programs must have a partnership with the with the local school system(s)** to enhance and implement specific Environmental Literacy Program elements as defined and evaluated in their 2015 self-assessment of their Environmental Literacy Program. Proposed programs should be aligned with the school system's long-term environmental literacy vision and strategy (i.e. their Environmental Literacy Plan). *Letters of support from the school system and Environmental Literacy Plans should be included in the proposal.* If established, Environmental Literacy Plans should be available from the Environmental Literacy Lead for each school system.
- **Programs must include an assessment** of student learning and/or behavior change. Assessment tools may include pre- and post-activity tests, student portfolios or artifacts, or other tools developed by the school and/or service provider. Assessment plans should be described in the proposal.
- **Programs should include the MWEE Essential Elements. The Trust encourages applicants to use the [Environmental Literacy Model \(ELM\) Planning Document](#) as a tool in designing your MWEE. If used, please submit with the application:**
 - **Issue Definition:** Students focus on an environmental question, problem, or issue requiring background research and investigation. They learn more about the issue through classroom instruction, making observations, the collection of data, conducting experiments, talking to experts, and reviewing credible publications. They also reflect on their personal experiences and values related to the issue. 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 field experiences:** Students participate in multiple outdoor field experiences sufficient to collect the data or make observations required for answering the research questions and informing student actions. Students should be actively involved, to the extent that is age appropriate, in planning the investigation, taking measurements, or constructing the project within

appropriate safety guidelines, with teachers providing instruction as needed. These experiences can take place off-site and/or on the school grounds.

- **Action projects:** Students participate in an age appropriate project during which they take action to address environmental issues at the personal or societal level. These projects provide students with a better understanding of the actions that they can take to protect and conserve natural resources, and allow them to have a sense of control over the outcome of environmental issues. To the extent possible, action projects should be student directed and can take the form of on-the-ground restoration projects on school grounds or in their community, or can be focused on increasing student civic engagement. Examples of stewardship activities include:
 - 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/upcycle, composting, energy conservation, water conservation)
 - Community Engagement (e.g., presentations, social media, event-organizing, messaging at community events/fairs/festivals, mentoring, PSAs, flyers, posters)
 - Civic Action (e.g., town meetings, , participating in discussions about policy change)

- **Synthesis and conclusions:** Students analyze and evaluate the results of their investigation of the issue. Students make conclusions based on their research, experiences and data analysis and consider alternate hypotheses. Students should synthesize and communicate results and conclusions to an external audience such as other classrooms, schools, parents or the community. This allows students to become agents behind their own actions and decisions. This should be occurring multiple times throughout the MWEE.

- **Programs should include the MWEE Supporting Practices:**
 - **Active Teacher Support:** While external partners are entirely appropriate to support MWEEs, teachers should actively support all elements of the MWEE for their students, including issue definition, field experiences, action projects, and synthesizing the information. MWEEs should be connected to what is occurring in the classroom; therefore, teachers are in the best position to help students make connections and draw on past lessons, serve as environmental role models and enhance students overall educational experience. In order to support student experiences, teachers should have appropriate knowledge of environmental issues, skill in connecting these issues to their curriculum, and competency in environmental education pedagogy, including the ability and confidence to teach outdoor lessons and to lead students in critical thinking about environmental issues.

 - **Classroom Integration:** Programs should be integrated into what is occurring concurrently in the classroom, and ideally should occur where and when they fit into the instructional sequence. Specifically programs should provide authentic, age-appropriate, engaging multi-disciplinary content to address academic standards. Specifically, elements of science ([NGSS](#)), math ([Career and College Readiness](#)), and/or social studies ([C3 Framework](#)) standards related to questioning and investigation, evident-based analysis and interpretation, model and theory building, knowledge of environmental processes and systems, skill for understanding and addressing environmental issues, and personal and civic responsibility align well with MWEEs. Non-school activities may enrich traditional classroom curriculum when needed, though this should be documented and supported by local education agencies.

 - **Local Context:** The local community and environment should be viewed as a primary resource for student experiences. Programs should utilize local resources/places in a community that can provide an engaging setting for outdoor learning (e.g. the Chesapeake Bay, a stream near a school,

a school building and its grounds, local parks or undeveloped areas, and/or developed areas such as parking lots, ball fields, and marinas, city blocks, etc.). Place-based education promotes learning that is rooted in the unique history, environment, culture, economy, literature, and art of a students' schoolyard, neighborhood, town or community and thus offers students and teachers the opportunity to explore how individual and collective decisions impact their immediate surroundings.

- **Sustained Activity:** Programs should be a sustained activity that stimulates and motivates the student from beginning to end. Though a field experience itself may occur as a specific event in one day, the MWEE includes the total duration leading up to and following the outdoor field experience. Each component should involve a significant investment of instructional time, incorporate time for reflection, and include all students.
- The Trust is also accepting proposals that will build and maintain regional or statewide capacity to support high quality environmental literacy programs. Applicants must identify how their project will address specific gaps identified by a or multiple school systems which will support high quality, effective implementation of environmental literacy programs. These proposals should:
 - Have statewide or school district relevance and impact and allow for direct application within local school systems and the classroom;
 - Result in enhanced infrastructure, environmental literacy plans development, established systems or networks, and/or institutional commitments that ensure capacity to support environmental literacy programs is increased over the long term;
 - Be proposed by organizations that demonstrate a long term commitment to supporting environmental education regionally or statewide and have a plan to continue that support beyond the term of the grant period.

Additional Criteria

- Commitment to support and sustain the program during and beyond the grant period from school system superintendents, curriculum writers, their staff, school principals, facilities and maintenance staff as appropriate, and other relevant partners;
- Applicant can demonstrate need in the proposed school system to provide grant support for environmental literacy program development and implementation;
- Potential for program to serve as a state and national environmental literacy program model;
- Professional development requests should strive to incorporate the following:
 - Trainings and workshops will support issue investigation/project based instruction and the use of local communities, schoolyards and natural areas, watersheds and/or the Chesapeake Bay as a context for learning;
 - Trainings and workshops should incorporate [An Educator's Guide to the Meaningful Watershed Education Experience](#) and utilize its complimentary tools.
 - If at all possible, at least 30 hours of instructional/support time in Environmental Education should be provided;
 - 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.
- Preference will be given to those projects that show contributions of funds and in-kind services from project partners and other sources.

- Incorporating mentoring or green career components into the proposed program is encouraged.

Eligible Applicants

The Trust welcomes requests from the following organizations:

- State and Local Education Agencies;
- Public and Independent Higher Educational Institutions;
- 501(c)3 Private Nonprofit Organizations.

Funding Restrictions

The Trust does not fund the following:

- Endowments, deficit financing, individuals, building campaigns, annual giving, research, fund raising or venture capital;
- Political lobbying;
- Reimbursement for a project that has been completed or materials that have been purchased;
- Projects and programs located outside of Maryland;
- Funding is generally restricted to projects on public property, property owned by nonprofit organizations, community-owned property, and property with conservation easements, unless otherwise specified in a grant program.

Timeline, Deadlines, and Review Process

Proposals must be submitted via the Trust's online grant system by **5 pm on December 8, 2017**, and will be reviewed by a Technical Review Committee. Grant decisions will be announced in February 2018. Projects can begin in spring or summer 2018 and continue through the 2018-2019 school year and subsequent school years for multi-year awards. Funding for the second and third years of multi-year awards will be contingent upon review of annual progress reports.

The Trust reserves the right to fund projects and budget items that advance its mission and meet its specific funding priorities and criteria. All applicants will receive a letter stating the decision. An application may be declined, partially awarded, or fully awarded. If approved, the Trust will send a grant agreement letter with grant conditions and due dates of status and final reports. The Trust will mail the check to the requesting organization following: a) the Trust's receipt of the signed grant agreement, and b) satisfaction of any award contingencies. In cases in which the grantee fails to submit a status report or final report by the due date, the Trust reserves the right to terminate the grant agreement and require a refund of funds already transferred to the grantee. When the project is complete, the grantee is required to complete a final report. Final reports for grant awards that are \$25,000 or larger must include an accounting of personnel costs such as copies of timesheets (if applicable), invoices, and receipts. Organizations with outstanding final reports will not be awarded additional grants.

Application Submission Instructions

To apply for a grant go to:

www.cbtrust.org/grants/environmentaleducation

Applicants must submit proposals using the Trust's Online Grants System, which can be accessed from the Trust's website link, above by 5:00 pm on **December 8, 2017**. Late applications will not be accepted, and the online funding opportunity will close promptly at 5:00 pm. **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.

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

An Executive Offer 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.

Executive Officer of Requesting Organization:

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

Project Officer:

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

Grant Information:

- 1) Amount of Trust funding requested
- 2) Grant Period: enter project start and end dates
- 3) Will the proposed program be systemic?
- 4) What grade levels will the proposed program reach?
- 5) In which stream, river or watershed will the project be located?
- 6) 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.

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 people reached, media hits, workshops held, volunteers engaged, trees planted, etc.

Volunteer Involvement:

You will be asked to complete a form that includes the following: Description of volunteer activities, total number 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. Applicants are encouraged to upload a letter of support for the project from each partner outlining the partner's role in the program.

Application Narrative:

You will be asked to upload an MS Word or PDF file addressing the following questions:

- 1) **Goal:** Describe succinctly the desired outcomes and objectives of the proposed program/project. Your description should use layman's terms to provide reviewers with an understanding of the purpose and expected outcomes of your educational program.
- 2) **Background:** Describe the background of the program? Why is this project needed? How was it identified? How does it align with the school system's long-term environmental literacy vision and Environmental Literacy Plan? Include any county, state or national initiatives that it supports.
- 3) **Project Summary:** Provide a description of the proposed program clearly addressing how it will meet the specific grant criteria while also providing important details about how the program will be implemented. Include descriptions of key planning steps, instructional methodology, delivery method, professional development, student activities, and other critical elements of the program. Be sure to describe how the following essential elements are part of your overall program;
 - a. Detail how the program meets the definition of the Meaningful Watershed Educational Experience as defined in this funding opportunity. Make sure to describe the activities for each MWEE Essential Element.
 - b. Alignment with academic standards and where it will be integrated into the curriculum.
 - c. Teacher professional learning provided through the proposed program or previously which supports program goals.
- 4) **Demographic Information:** In light of the Trust's commitment to the advancement of diversity in its grant-making, please provide demographic information about the community or population involved in or served by the project/program. Will the project engage traditionally underrepresented groups and/or a wide audience regardless of ethnicity, nationality, origin, culture, education, or socioeconomic status? If so, describe how.
- 5) **Experience:** Briefly describe your organization's experience in completing similar projects.
- 6) **Evaluation:** Describe how you will evaluate and assess your program's outputs and outcomes. Evaluations should help you improve your program's effectiveness and/or inform decisions about future programming. Evaluation plans may be quantitative and/or qualitative and may include evaluation tools, observation or outside consultation.
- 7) **Sustainability:** Describe how the program will be sustained beyond the term of the grant period. Include information on how activities supported with Trust funds will be embedded in ongoing programs and or curriculum as well as efforts to diversify funding sources supporting the program to sustain activities beyond the grant term. For requests that include constructing schoolyard habitats describe how the project will serve as an outdoor classroom for teachers and students for at least the next 3 years.

Other Required Information:

- 1) Letters of commitment from project partners, school system administrators and/or principals, describing specifically how they intend to support the proposed project or program. Again, we prefer that these letters are included in the uploaded MS Word or PDF narrative document uploaded into the system; however, these letters may be included in the up to five file limit.
- 2) The Trust encourages applicants to use the [Environmental Literacy Model \(ELM\) Planning Document](#) as a tool in designing your MWEE. If used, please submit with the application.
- 3) Examples of teacher lesson plans, scope and sequences, student worksheets, teacher professional development agendas, and other relevant documents that would assist reviewers in understanding the rigor of the proposed program.
- 4) To demonstrate how the proposal aligns with the school system's long-term environmental literacy vision, please attach the County's Environmental Literacy Plan.

Budget Upload:

The Budget tab of the online form includes four components.

- 1) The Budget upload component -you will be asked to upload your budget using the Chesapeake Bay Trust Budget Form, an excel file template. Copies of the form can be obtained in two ways: (a) from the "Budget" section of the Online Funding Opportunity(b) by going to the Trust's Forms and Policies webpage (cbtrust.org/forms-policies/) and clicking on 'Application Budget Form.'
- 2) Please be as detailed as possible. For example, elements of planting requests (example: plant material, planting preparation costs, planting labor) must be listed separately.
- 3) 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. Salary costs must match payroll costs and may include no other costs. Benefits may not be combined with salary and must be listed separately
- 4) Be sure to see "Funding Availability and Restrictions" section of Application Instructions above.
- 5) Matching resources are not required but encouraged. Explain your efforts to seek matching resources for your project. Do not evaluate volunteer hours in terms of dollars. Please indicate whether each match entry is applied for, pledged, or in-hand.
- 6) Budget Category Information - you will be asked to enter budget category totals. These totals will have been automatically calculated in the Chesapeake Bay Trust Budget Form
- 7) Additional Budget Justification - 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. If you will contract with a consultant and have a proposed scope of work please attach it to your application

Budget Guidance:

- For requests \$5,000 and under, please consider applying for a Trust Environmental Education Mini Grant.
- 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, and provide a detailed description of staff responsibilities in the budget category information component and the separate budget justification section. Do not combine personnel and fringe costs: personnel costs must reflect the actual hourly pay rate of the individual staff person for which the funds are being requested. See Indirect and Fringe Benefits Guidance and Policy on our website ([here](#)) for glossary of terms.
- The Trust funds up to 1/2 of the expenses for student field trips (e.g., transportation, fees, substitute pay, etc.).
- Be sure to review carefully the "Funding Restrictions" section of the Application package (above).
- Do not evaluate volunteer hours in terms of dollars; instead, list them separately. 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.

Contact information

For Environmental Education Grants Information or questions about the application and deadlines, contact Tara Baker (tbaker@cbtrust.org) at (410) 974-2941 ext 102.

Additional Opportunities for Support

NOAA BWET Chesapeake Grants – Deadline: TBD, typically December – January

The NOAA Chesapeake Bay Watershed Education and Training (B-WET Chesapeake) program provides grants to school divisions, state agencies, and universities to provide hands-on watershed education to students and teachers to foster stewardship of the Bay. Grants typically range from \$50,000-\$150,000 annually, and support programs that impact entire school divisions or a large geographic area.

<http://www.noaa.gov/office-education/bwet>

More resources on funding for environmental education can be found at the Maryland Association for Environmental and Outdoor Educator's (MAEOE) website. <http://maeoe.org>

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

Applicants seeking support for small-scale schoolyard habitat, outdoor classrooms, nature play spaces, or similar projects should review the Trust's Environmental Education Mini-Grant program criteria (requests up to \$5000) at www.cbtrust.org. Applicants seeking support for restoration projects on school grounds with the primary goal of ecological outcomes should review the Outreach and Restoration Grant Program information at www.cbtrust.org.