

## 2023-2024 Green Center Application Guide



A guide for the Maryland Green Center Application describing the requirements.

- **Important Dates:**

- Intent to Apply Due: December 15, 2023
- Preliminary Review Sessions: February 2024
- Submission Dates:
  - Early Submission (applications 2-5 only): December 15, 2023
  - Final Date for Submission: March 1, 2024
- Announcements: On or around Earth Day
- Youth Summit at Sandy Point State Park: Thursday, May 30, 2024

**NEW! Rolling Application Submissions RECERTIFYING CENTER (Applications 2-5) ONLY:** Green Center applications can be submitted on a rolling basis from December 15, 2023 - March 1, 2024. March 1, 2024. Centers must meet the following criteria to be eligible for early submission:

- The center must be a recertifying center. New centers are not eligible.
- Future actions will be capped at two events/actions and require a letter or note from a center director stating the action is planned and will be executed.
- The application must show instruction and actions from the current school year.
- Early announcements will not be made. Centers successfully completing the application will be announced on or near Earth Day.

**Application Submission (1-4):** All applications will be submitted via PowerPoint, Google Slides, or website. The Green Center Online Portal is still in development.

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## Introduction

The Maryland Association for Environmental and Outdoor Education (MAEOE) is a non-profit organization that has been in existence since 1985. MAEOE encourages, engages, and empowers the community to understand, responsibly use and promote the natural world.

The Green Center Award recognizes Outdoor Schools and Nature Centers that model sustainable practices and support schools with the implementation of environmental education. The MAEOE Green Center (GC) program was initiated in 2003 to support a growing Maryland Green Schools program. The Maryland Green School award program allows a school to demonstrate that by integrating hands-on, inquiry-based instruction, youth are empowered to practically apply knowledge. The program is designed to highlight the achievements and progress that schools are making towards environmental sustainability, aligned with the Maryland Environmental Literacy graduation requirement as outlined in [COMAR 13A.04.17.01](#) and the [Environmental Literacy Goal](#) established in the [Chesapeake Bay Agreement](#).

Green Centers offer professional learning opportunities to teachers, model sustainable practices, and have activities and learning opportunities for visitors. Green Centers are a partner for success for schools going through the Maryland Green Schools application process. Green Centers are experienced with the Maryland Green School Application and can show how their programs and training align with and can be integrated into a successful application. Green Center Staff can answer questions about the application and can introduce the program to a school that is considering becoming a Maryland Green School. Green Centers are all involved in the preservation of the state's unique natural resources, particularly those of the Chesapeake Bay and its watershed.

This application provides an opportunity for an outdoor school or nature center to demonstrate that they can effectively support schools with the MAEOE Maryland Green School Application process in all three objectives. In addition, MAEOE and the Green Centers are collaborating with MSDE to support environmental literacy in schools.

Green Center staff members should be prepared to provide appropriate guidance about how to effectively infuse environmental literacy within lessons and units of instruction.

As part of the Green School application, we are encouraging schools to make connections with Maryland College and Career Ready Standards including:

- NGSS (Next Generation Science Standards) curriculum
- C3 curriculum
- STEAM curriculum (Science Technology Engineering Arts and Math)
- Pressing environmental issues including climate change, decreasing biodiversity, nitrogen cycle, aquifer depletion, endangered species, habitat loss and other issues
- Meaningful Watershed Educational Experience

# MDGS Sustainable Center Application Summary

## Administrative Items and School Survey

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|--|
| <b>Intent to Apply</b> – Pay the \$100 fee <a href="#">using Jotform</a> by December 15, 2023.   |
| <b>Cover Sheet</b> – include with application and in a separate email. Complete application is due by March 1, 2024. Choose to share photos. If permission to share a photo is unknown, cover/blur student's faces. <a href="#">Access the Cover Sheet here.</a> |
| <b>Brief Summary</b> – In the application, embed a short description of your center and its green culture.   |
| <b>Top 5 Accomplishments</b> – In the application and Metrics Survey, embed one sentence per accomplishment.   |
| <b>Goals (Applications 4, 5, and Beyond ONLY):</b> Set goals for the next 4, 8, and 12 years.  |
| <b>Goals Reflection (Applications 5 and Beyond ONLY):</b> Reflect on goals set in your last application.   |
| <b>Applications 5 and Beyond ONLY: (Simplified)</b> – <a href="#">Complete this Chart</a> ; Photo documentation is welcome, but not required.  |
| <b>Center Metrics Survey</b> – Quantify the impact of the green actions center has taken. These reflect the eight sustainability practices described in Objective 2. <a href="#">Access the Metrics Survey here.</a>   |
| <b>MD Green Schools Youth Summit</b> – Thursday, May 30, 2024; Register to attend or exhibit.  |

## Objective 1: Systemic Sustainability

|   |
|---|
| <b>1.1 Professional Development of Teachers</b><br>Provide professional development opportunities for local schools.  |
| <b>1.2 Professional Development of Staff (at least 50% of staff)</b><br>Center teachers/staff have participated in environmental PD during the past two years.                      |
| <b>1.3 Promoting the MD Green School Program</b><br>At least one example of how your Green Center promotes the MD Green School program.   |
| <b>1.4.1 Provide Sustainability Practice Support</b><br>Provide support for school sustainability projects through funding, materials, technical support, contacts, and partnering. |
| <b>1.4.2 Support Schools' Green School Application</b><br>Provide PD and enrichment opportunities for classroom teachers; familiarity with the Green Schools application.           |
| <b>1.4.3 Student Programs</b><br>Provide environmental student programming for students.  |
| <b>1.5 Environmental Changes at the Center</b><br>Demonstrate the steps taken to continue being green.  |

## Objective 2: Student-driven Sustainability Practices

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|--|
| <b>Eight actions in four or more practices.</b> The Sustainability Practices must be incorporated into the Center's programs and used as models and tools for instructions |
| <b>2.1 Water Conservation/Water Pollution Prevention</b>   |
| <b>2.2 Energy Conservation</b>   |
| <b>2.3 Solid Waste Reduction</b>   |
| <b>2.4 Habitat Restoration</b>   |
| <b>2.5 Structures for Environmental Learning</b>   |
| <b>2.6 Responsible Transportation</b>  |
| <b>2.7 Healthy School/Center Environment</b>   |
| <b>2.8 Citizen Science / Community Science</b>   |

## Objective 3: Community Partnerships, Awards, and Special Recognition

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|--|
| <b>3.1 Community Partnerships</b><br>Two specific partnerships with schools or other community partners.     |
| <b>3.2 Awards and Special Recognition (Optional)</b><br>Describe any awards received for greening activities |

## Getting Started

1. Establish your Center's green baseline by making a list of all the Center's green activities from the past two years, including photos. This will help you put your application together.
  - a. This can be updated by staff members as events/training/practices/programs/partnerships occur over the two-year process.
  - b. If this is your center's first application, include information and documentation from Fall 2022-Spring 2024.
  - c. If this is your second application or beyond, you may also include information and documentation from Fall 2020-Spring 2024.
2. Applications must be submitted through MAEOE's online portal, <https://marylandgreenschools.org/>
3. Review the [Frequently Asked Questions \(FAQs\)](#) on the Green School Application page for additional information. For specific inquiries, contact your local Green Center or email [applications@maeoe.org](mailto:applications@maeoe.org).
4. Review [examples of successful applications](#) on the MAEOE Green Centers page.

## Application Checklist

*NOTE: Your application should demonstrate activities completed throughout the application years. New Centers should describe actions that have occurred over the past two school years (fall 2021- spring 2024). Recertifying Centers should describe actions that have occurred over the past four school years (fall 2020- spring 2024). Make sure to include actions that have occurred this school year as well.*

*We understand some actions may be planned but will not occur before the March 1 deadline. Up to two actions that have not occurred by March 1 may be included in the application. If these actions are included, a signed letter from the center's director must be provided and needs to describe the action and when it will occur.*

### Make sure to complete:

- Intent to Apply:** Pay the \$100 Intent to Apply fee using [Jotform](#). If a check must be used to pay the fee, mail the **checks payable to MAEOE at P.O. Box 1103 Edgewater, MD 21037**.
- Cover Sheet:** Download and complete the cover sheet, which must have an original signature by the head of your organization. Submit this separately from your application, via email. You may also embed it into your application. **Double-check your application number.** If you are unsure of the application number, check the [Green Center list here \(https://maeoe.org/green-schools-and-green-centers/green-schools-program/current-green-schools\)](#).
- One-page summary:** Include a brief description of your center's green culture and examples of sustainable changes that the center has made to become greener.
- Top five accomplishments:** Include one sentence or phrase for each accomplishment. These will be read at the Youth Summit Awards Ceremony. Limit your description to one sentence per accomplishment.
- Goal Summary (Application 4, 5, and beyond):** Describe your center's goals for the next 4 years, 8 years, and 12 years. Include how to make them successful, the people who will be involved, and what outcomes you expect from the goals. **Application 5 and beyond:** Reflect on the previous goals set in the last application. [Click on this link for the checklist.](#)
- Objectives 1, 2, and 3:** Complete the application items for each of the objectives. **Applications 5 and Beyond ONLY will complete a simplified version of the application** ([following this template](#)). Three separate reviewers will

evaluate your application using this rubric. [Look at the rubric](#) to ensure your information and documentation are adequate.

- ❑ **School Metrics Survey:** Review the PDF of the Metrics Survey to gather all needed information, then, complete the online Metrics Survey. This data allows MAEOE to quantify green achievements (e.g., the number of trees planted, miles of streams cleaned, pounds of trash collected, etc.), shows the impact of Maryland Green Centers on the environment, and provides inspiration to other centers.
  
- ❑ **Application Submission Window:** December 15, 2023- March 1, 2024. \*
  - All applications are due by 11:59 pm on March 1, 2024.
  - Applications received after March 1, 2024, are not guaranteed a review.
  - You will receive a confirmation email from [applications@maeoe.org](mailto:applications@maeoe.org) when you submit your application. If you do not receive this confirmation, please send an email to [applications@maeoe.org](mailto:applications@maeoe.org).
  - **Only RECERTIFYING SCHOOLS are eligible to submit before the Mach 1 deadline.** NEW SCHOOLS cannot submit their application until March 1.
  
- ❑ **Register to attend or exhibit at the MD Green School Youth Summit on Thursday, May 30, 2024.**

This is a celebration for all schools in Maryland. Schools with successful Green Schools applications will be recognized. More info can be found [here](#).

# Guide to Maryland Green School Documentation

Documenting your work and activities throughout the school and community is required for the application. You must document EVERYTHING that you state in your application. Professionals who do not know your school will be reviewing the application.

## Best Practices

| Documentation type         | Include...  | Avoid...  |
|----------------------------|---|---|
| Photos                     | Students in the photo in action and/or working on an environmental assignment, description of the activity                      | Photos with no students present, using web images         |
| Student artifacts          | Assignments, projects, worksheets, etc.   | Including student names, using lesson plans               |
| Certificates (Teacher PDs) | An email confirming the registration, certificate of completion, and attendance form; ensure a date and teacher name is visible | Flyers and emails advertising the training                |
| Emails                     | A detailed description of the activity (PD, field trip, etc.), ensure the date is visible                                       | Copy and paste from an email (instead, take a screenshot) |
| Newspaper/Newsletter       | A photo or screenshot with the date, most of the body, and school name  | A link to the story (it could be blocked)                 |
| Programs                   | A screenshot or PDF of the event with the date and school name  | An image from the web                                     |

## Objective 1: Systemic Sustainability

Professional Development, Supporting Green Schools, and Sustainable Green Centers

### 1.1 Professional Development of Teachers

Demonstrate that professional development for teachers at the Green Center is being conducted or facilitated at the Center or a school.

#### Required:

- Provide Professional Development Opportunities for local schools.



| Examples of Professional Development of Teachers   | Example Documentation  |
|--|--|
| Activities that enhance environmental awareness, literacy, knowledge, skills, and/or related instructional strategies.   | <ul style="list-style-type: none"> <li>• agendas</li> <li>• promotional flyers</li> <li>• emails about the training</li> <li>• sign-in sheets</li> <li>• photos at the training</li> </ul> |
| Partner with outside organizations to deliver Professional Development.  |  |
| Lesson modeling or planning in classrooms.   |  |
| Environmental speakers presenting at staff meetings or workshops ( <i>school-wide assemblies with students do NOT count as Professional Development</i> ).   |  |
| Webinars focused on Environmental Education/Environmental Literacy.  |  |
| Integrating pressing environmental concerns including climate change, decreasing biodiversity, nitrogen cycle, aquifer depletion, endangered species, habit loss, and other issues into the classroom. |  |
| Connecting NGSS, STEAM, and C3 to environmental instruction.   |  |



## 1.2 Professional Development

MD Green Centers should have staff members who participate in their own professional growth on a yearly basis.

### Required:

- At least 50% of center teachers/staff have participated in Environmental Professional Development during the past two years. Each activity should include at least one piece of **labeled** documentation.



| Examples of Professional Development for Center Staff  | Example Documentation & Information   |
|--|---|
| Staff member(s) attend(s) <a href="#">MAEOE conference</a> .   | <p>Documentation can include:</p> <ul style="list-style-type: none"> <li>Agendas</li> <li>Certificates of completion /participation</li> <li>Email confirmations/registrations</li> <li>Sign-in sheets</li> </ul> <p><b>Information should include:</b></p> <ul style="list-style-type: none"> <li>Name of Participant</li> <li>Date of Training</li> <li>Name of Training</li> <li>Length of Training</li> </ul> |
| The staff attends environmental education workshops.   |   |
| The maintenance staff takes an Integrated Pest Management (IPM) workshop.  |   |
| Environmental landscaping course   |   |
| National Association for Interpreters training with an environmental component   |   |
| An energy-saving presentation is given at a staff meeting by BGE, USGBC, EPA Energy Star Program, and other professionals.   |   |
| Environmental webinars/TED Talks attendance.   |   |
| Collaborative or strategic planning with staff to discuss and strategic plan about the Environmental mission of the organization or the sustainability of the center |   |
| MD Green School Reviewer Training.   |   |

## 1.3 Promoting the Maryland Green Schools program

Green Centers should promote the Green Schools Program to the schools with which they work. Green Centers can use their connection to the Green Schools program as an introduction to schools with which the Center would like to begin work.

### Required:

- One example of how your Green Center promotes the Maryland Green Schools Program.

## 1.4 Supporting MD Green Schools

Demonstrate how your center supports the MAEOE Maryland Green School Program.

### Required:

- Two examples** of each of the following Maryland Green School support: **Sustainable Practices Support, MD Green School Application Support, and Environmental Student Programs.** Your application will contain at least 6 examples.



### 1.4.1 Sustainable Practices Support

#### Examples:



- Financial support and/or assistance with grant information and grant writing.
- Providing materials, trees, plants, and volunteers.
  - Building a Rain Barrel with a School
  - Providing curriculum resources
  - Providing Nature Boxes for educators
  - Providing or creating storm drain stenciling kits
  - Providing recycling containers
  - Providing water and/or energy conservation signage
- Providing technical support for planning and implementation of projects.
- Providing contacts and connections to the appropriate resources.
- Partnering with schools to design solutions to environmental issues in the community.

#### 1.4.2 MD Green School Application Support

##### Examples:

- Assist with the setup of an online application
- Review MD Green School Applications (including at the MAEOE Conference)
- Give Green School process presentation at schools
- Meet with School Green Team(s) to help put together an application
- Answer emails and questions about the Green School Process
- Encourage/Support Staff to become trained as a Green Leader
- Professional Development support (Objective 1.2 on the Green School Application)

#### 1.4.3 Center-Based Based or School Environmental Student Programs

##### Examples:

- Environmental student programming conducted at centers
- School-wide assemblies
- School-based programming at schools
- Hosting High School Internships

##### Ideas for Documentation:

- Photos
- Promotional literature
- Agendas
- Schedule of school programming at the center (e.g., calendar)
- NOT LESSON PLANS

#### 1.5 Center-Wide Environmental Behavior Changes

Demonstrate the steps your organization has taken to become green.

##### Examples:

- Electronic newsletters and implementation of policies to reduce paper use (i.e., double-sided copying)
- Task lamps, daylighting (use of natural light), de-lamping (purposeful removal of ½ of light bulbs), or energy saver mode on electronics used by all staff to save energy
- Installation of energy-efficient lighting or motion-sensitive lights
- Integrated pest management

- Staff carpooling or public transportation incentive program
- Reduction of impervious surfaces (blacktop, concrete) at the center

**Ideas for Documentation:**

- Photos of the practices being implemented
- Policies
- Blueprints
- Email or other correspondence

**Objective 2: Student-driven Sustainability Practices**

Demonstrate that students or other clients are participating in or learning about environmental practices done at your site. If your organization does not conduct instruction directly on the site, show how the sustainable practices are done off-site. We encourage you to quantify the impact of your sustainability practices as practicable.

**Required:**



- **Eight actions in four or more practices.** *For example, a center does two activities in 2.1, three activities in 2.2, one activity in 2.3, and two activities in 2.4.*

| Sustainable Practice:                                  | Description  |
|--|--|
| Objective 2.1: Water Conservation/Pollution Prevention | Indoor and outdoor water usage and pollution prevention: smarter water use, stormwater management, and erosion control, identify and implement solutions that reduce our impact on the Chesapeake Bay Watershed.               |
| Objective 2.2: Energy Conservation                     | Energy use and climate change: Examine facility and individual energy use, identify and implement solutions that reduce our carbon footprint.  |
| Objective 2.3: Solid Waste Reduction                   | Resource use, waste disposal, and waste management: Examine resource use, and identify and implement solutions that reduce the waste stream.   |
| Objective 2.4: Habitat Restoration                     | Native plant and animal habitat: Identify and implement solutions that improve or restore habitat, with education on the benefits to the local ecosystem or watershed.   |
| Objective 2.5: Structures for Environmental Learning   | Designing and installing structures that encourage the use of outdoor space for environmental learning, restoring habitat, and returning habitat diversity.  |
| Objective 2.6: Responsible Transportation              | Designing and promoting responsible and healthy options for center and visitor transportation.   |
| Objective 2.7: Healthy Home/School Environment         | Promoting a healthy indoor and outdoor environment: Examine and use different types of cleaners, pesticides, lighting options, drinking water quality, ventilation, food sources, purchasing options, and maintenance choices. |
| Objective 2.8: Citizen Science/Community Science       | Initiate activities that use GLOBE, GLOBE Observer, iTree, iNaturalist, or other citizen/community science protocols to better understand the school environment and how citizen/community science is used.                    |

## Ideas for Documentation:

- Student work/reflections
- Photos of students engaged in sustainability practices
  - Photos of students designing a sustainability practice (*e.g.*, drawing the design for an outdoor classroom)
  - Photos of students working to build a sustainability practice (*e.g.*, installing a rain barrel, painting bird boxes, creating energy-saving posters)
  - Photos of students engaged in a sustainability practice activity (*e.g.*, picking up litter, writing letters to administration or political representatives)
  - Photos of students maintaining a sustainability practice (*e.g.*, weeding and watering a habitat or garden)
  - DO NOT USE: photos of students simply standing next to a sustainability practice (unless you also include photos of the students creating it and are just including it as the final product photo or culmination of the process) – the students need to be actively engaged.
- Videos
- Student-created blueprints/plans
- Newspaper/newsletter articles
- Correspondence planning a project
- Lesson plans – ONLY if accompanied by other documentation that proves the activity happened and shows how the students were involved/responded to the activity

## Examples:

|  |   |
|--|---|
| <p><b>2.1 Water Conservation/ Pollution Prevention</b></p>  <p><i>Students inspect their net for macroinvertebrates to identify as they gather data to determine water quality.</i></p> | <p><i>Students...</i></p> <p>Take a stormwater tour and view the stormwater infrastructure established at the center</p> <p>Participate in a hands-on pervious concrete activity in a parking lot</p> <p>Remove litter from center grounds, local parks, and streams with the activity and focus on removing the litter before it reaches the waterways</p> <p>Learn about the rain garden or no-mow zone at the site</p> <p>Conduct erosion-control projects such as installing riparian buffer zones, planting trees, or creating meadow habitat</p> <p>Learn about water-saving techniques or grey water via signage near center sinks and water fountains</p> <p>Use the center to actively participate in learning how a watershed works and how it is affected by pollution</p> |
| <p><b>2.2 Energy Conservation</b></p>   | <p><i>Students...</i></p> <p>Participate in a tour of the center's solar panels or discuss alternative energy resources</p> <p>Participate in an activity involving the center's energy-saving practices</p> <p>Participate in a center-wide scavenger hunt to find energy conservation sustainable practices</p> <p>Complete a daylight investigative measurement activity</p> <p>Perform jobs to save energy, such as turning off lights &amp; computers or closing the</p>   |

|   |   |
|---|---|
| <p><i>Students using the Energy Station to compare energy efficiency.</i></p>   | <p>blinds</p> <p>Learn about energy-saving techniques via labeled light switches</p>  |
| <p><b>2.3 Solid Waste Reduction</b></p>  <p><i>A student visiting the Center for the day recycles a plastic bottle that was in his lunch during cleanup time.</i></p>          | <p><i>Students...</i></p> <p>Learn about and/or participate in center composting</p> <p>Participate in a no-waste lunch competition at the center</p> <p>Weigh and compare personal waste while at the center</p> <p>Repurpose used materials into art projects</p> <p>Participate in litter pick-ups that focus on sorting recyclables out of the litter</p> <p>Jobs include regularly monitoring, tracking, and/or managing the center's recycling bins</p>   |
| <p><b>2.4 Habitat Restoration</b></p>  <p><i>Students add additional plants to the meadow.</i></p>   | <p><i>Students...</i></p> <p>Participate in a native garden program/activity</p> <p>Plant native trees or native bay grasses</p> <p>Tour the center grounds and learn about nesting boxes, rotting log habitat, oyster reef balls, no-mow zones, or other habitat restoration structures</p> <p>Participate in invasive plant removal projects</p> <p>Plant or tend a pollinator garden on the center grounds (e.g., native plant, butterfly/pollinator gardens)</p> <p>Raise native species (e.g., trout or terrapins) in the classroom for release or planting</p> <p>Learn about amended windows that prevent bird strikes</p> |
| <p><b>2.5 Structures for Environmental Learning</b></p>  <p><i>Each spring, summer, and fall, students take to the water in canoes and kayaks to tour the shorelines.</i></p> | <p><i>Students...</i></p> <p>Work outside in an outdoor classroom or outdoor park</p> <p>Use an outdoor boardwalk, research boat, pavilion, nature trails, living shorelines, observation hives, green roof, etc. to learn about environmental education</p> <p>Plant, maintain, and/or harvest food in gardens at the center (salad tables, raised bed gardens, in-ground gardens, etc.)</p> <p>Create outdoor artwork for schoolyard/outdoor classrooms</p>   |
| <p><b>2.6 Responsible Transportation</b></p>  <p><i>Students create awareness about the environmental damage caused by idling vehicles.</i></p>                              | <p><i>Students...</i></p> <p>Are dropped off at the Center via bus</p> <p>Create informational signage that explains the reason for no idle zones</p> <p>Survey and analyze the carbon footprint of center transportation methods</p> <p>Participate in the international walk-to-school day which is promoted and hosted by the Center</p>   |
| <p><b>2.7 Healthy School Environment</b></p>  <p><i>Students learn how to plant edible gardens.</i></p>  | <p><i>Students...</i></p> <p>Participate in sustainable eating activities and lessons</p> <p>Participate in a community clean-up</p> <p>Participate in the healthy snack program</p> <p>Participate in outdoor activities and exercise programs</p> <p>Learn how to make and use non-toxic or green cleaning products</p> <p>Participate in an outdoor running or another health club that is hosted by the Center or utilizes the Center grounds and encourages the students to spend time outdoors.</p>   |

## 2.8 Citizen Science / Community Science



*Students participate in a long-term habitat investigation producing data that will help inform action projects that will be used as part of a Watershed Watch.*

|  |
|--|
| <i>Students...</i>   |
| Create a poster campaign to share “Best Practices” about mosquito prevention and protection  |
| Create a poster that shares the purpose of their citizen science/community science project and the data collected.   |
| Find solutions to modify locations in their schoolyard that are impacted by water runoff during rain events  |
| Collect data about seasons as part of climate change citizen science and submit it online  |
| Look for and collect data on native ladybugs and submit information online   |
| Survey trees on the school grounds and document their growth during the school year and submit information online  |
| Take surface temperature measurements around the school grounds during the school year to demonstrate the positive impact of the shade from trees and other vegetation                                     |
| Monitor their school environment for potential mosquito-breeding habitats and continually eliminate these when feasible  |
| Develop solutions to improve the soil as needed if their investigations show trees and vegetation on school grounds are not growing as they should   |
| Create plans for landscaping on school grounds to increase the amount of green space and maximize the positive use of shade to reduce the urban heat island effects in their locations                     |
| Students at GLOBE Schools participate in the <a href="#">International Virtual Science Symposium</a> and share what they have learned with other students, teachers, and scientists from around the world. |

## Objective 3: Community Partnerships, Awards, and Special Recognition

Community partnerships are important for schools to be successful in building long-term sustainable practices.

### 3.1. Community Partnerships

Demonstrate how you are collaborating with a school, the community, and other partners. This may include examples listed in Objective 1 showing how you have supported schools.

#### Required:

- Two specific partnerships with schools or other community partners

#### Examples:



- Providing environmental-based programming for schools
- Assisting at school events (e.g., hosting a booth at an Earth Day celebration)
- Financial support and/or assisting with grant information and grant writing
- Providing materials, trees, plants, and volunteers
- Providing technical support for planning and implementation of projects
- Providing contacts and connections to the appropriate resources to help schools become more environmentally aware
- Partnering with schools to design solutions to environmental issues in the community
- Providing projects suitable for students to earn Student Service-Learning hours
- Modeling, co-teaching, and/or creating lessons and activities with teachers
- Providing Professional Development Opportunities for Teachers
- Assist schools with the Green School Application
- Receive a grant to assist with Environmental Sustainability Projects (Grantor is the partner)
- Mentoring new Green Centers with their applications
- Partnering with other Green Centers
- Partnering with community or other organizations for clean-ups and other environmental projects



#### Ideas for Documentation:

- Photos of students and community partners working together on an environmental education or sustainability practice activity
- Student reflections about the activity
- Newspaper/newsletter articles
- Email or other correspondence with the partner
- Student work

### 3.2. Awards and Special Recognition (Optional)

#### Optional:

- Information here enhances your application. If your center has received awards or special recognition, include a few sentences describing the award. Each award should include at least one piece of documentation.

#### Examples:

- Community Wildlife Habitat Award from NWF
- County awards (e.g., “A” grade on recycling from the county)
- Measurable energy savings awards
- National awards
- Environmental Grants



#### Ideas for Documentation:

- Photos of the award or a special recognition event
- Newspaper/newsletter articles
- Copy of certificate/award

## Maryland Green Centers Application Table

Starting in the school year 2020-2021, any school that has achieved Sustainable status will need to reapply every four years to maintain the Sustainable School status. [View this chart for the reapplication schedule by year.](#)

| App #   | Documentation Years for the Application                | Application Type      | Certification Type    |
|---|--|-----------------------|-----------------------|
| New (1 <sup>st</sup> application)             | covering years 1 and 2 (prior to the first submission) | Regular               | Regular               |
| 2 <sup>nd</sup> Application                   | covering years 3-6                                     | Regular               | Regular               |
| 3 <sup>rd</sup> Application                   | covering years 7-10                                    | Regular               | Regular               |
| 4 <sup>th</sup> Application                   | covering years 11-14                                   | Regular w/4 yr. goals | Sustainable           |
| 5 <sup>th</sup> Application                   | covering years 15-18                                   | Sustainable           | Sustainable Bronze    |
| 6 <sup>th</sup> Application                   | covering years 19-22                                   | Sustainable           | Sustainable Silver    |
| 7 <sup>th</sup> Application                   | covering years 23-26                                   | Sustainable           | Sustainable Gold      |
| 8 <sup>th</sup> Application and in perpetuity | covering years 27-30 and onward                        | Sustainable           | Sustainable Evergreen |

## MAEOE Maryland Green School Contacts

- **Questions about the Application Process, including the online application and general FAQs:** Multiple MAEOE staff will be checking this email, and your questions will get answered quicker if you use this email address.  
[applications@maeoe.org](mailto:applications@maeoe.org)

## Available Funding

- More information on the mini-grants is available on our [Funding page](#). If you have questions about funding, email [grants@maeoe.org](mailto:grants@maeoe.org).