MARYLAND GREEN CENTERS
Application Guide

MAEOE
Maryland Association for Environmental & Outdoor Education

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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.

Founded in 1999, the MAEOE Maryland Green Schools program allows a school to highlight achievements and progress towards environmental sustainability, aligned with the Maryland Environmental Literacy graduation requirement as set forth in COMAR 13A.04.17.01 and the Environmental Literacy Goal established in the Chesapeake Bay Agreement, as well as Environmental Literacy Standards, Next Generation Science Standards, Maryland State Standards, C3 Curriculum, and STEAM Curriculum.

The MAEOE Green Centers program was created in 2003 to support a growing Maryland Green Schools program. The Green Center Award recognizes organizations that model sustainable practices and support schools with the implementation of environmental education. Green Centers offer professional learning opportunities to teachers, model sustainable practices, and provide activities and learning opportunities for visitors. Green Centers are a partner and resource for schools completing the Maryland Green Schools application, and they are involved in the preservation of the state's unique natural resources, particularly those of the Chesapeake Bay and its watershed. In addition, MAEOE and the Green Centers work in collaboration with MSDE to support environmental literacy in schools and preK-12th grade youth.
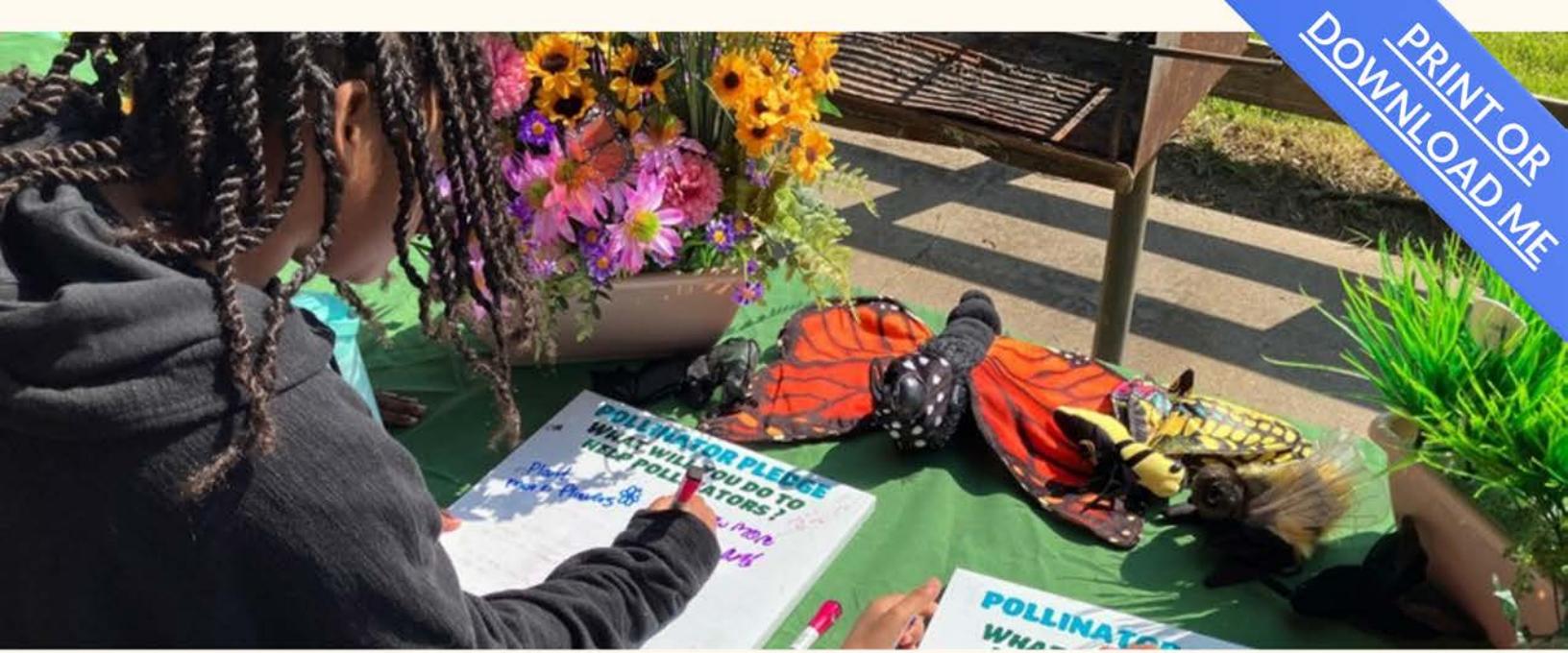
10 STEPS FOR COMPLETING THE APPLICATION

☐ 1. **Make a <u>list of your center's green activities</u> and documentation.**
   - **First-time applications:** information and documentation from **the past two academic years** may be included.
   - **Renewing centers:** information and documentation from **the past four academic years** may be included.
   - Applications must also include instruction and actions from **the current academic year** of submission.
   - A maximum of **two future actions/events** (e.g., Earth Day Celebration in April following submission) are permitted and require a letter or note from a center administrator.

☐ 2. **Review the Frequently Asked Questions (FAQs).**
   FAQs can be found on the MAEOE website. For specific inquiries, email applications@maeoe.org.

☐ 3. **View <u>examples of successful applications</u> for ideas.**
   Visit the MAEOE website for a list of example applications. Slideshows, websites, and spreadsheets are all acceptable application formats.

☐ 4. **Attend a MAEOE Green Centers info session, as well as Green Schools and online portal info sessions.**
   Visit the <u>Green Schools online application portal</u> for scheduled trainings in the fall.

☐ 5. **Make contact with one of your local schools.**
   - Introduce a school to the Green Schools program and/or assist a renewing school with their application process.
   - For more information about Green Schools in your area, email applications@maeoe.org.

6. **Submit your Intent to Apply form** and **$125 fee by December 15, 2025.**
   If paying by check, please mail to MAEOE at **P.O. Box 1103 Edgewater, MD 21037** with your center's name on the memo line.
   Applications cannot be submitted until the fee is paid.

7. **Attend a Green Schools/Centers application reviewer training.**
   Reviewing applications counts towards your application under Objective 1.2.2 and provides insight into how other schools or centers are completing their applications. Check the MAEOE website for reviewer training sessions around February.

8. **Sign up for a preliminary review session with MAEOE.**
   Centers who attend a preliminary review session can have their application informally reviewed and receive helpful tips before submission. Visit the MAEOE website for preliminary review sessions in the spring.

9. **Submit your application to applications@maeoe.org by March 2, 2026.**
   - Complete your **center cover sheet** to submit with your application.
   - **New centers** may submit starting **February 23, 2026.**
   - **Renewing centers** may submit anytime after the Intent to Apply deadline of **December 15, 2025.**
   - Applications received after March 2, 2026 are not guaranteed a review.
   - You will receive a confirmation email when you submit your application on the portal. If you do not receive this confirmation, please email applications@maeoe.org.
   - **All Green Centers will be announced on or around Earth Day.**

10. **Register to attend the Youth Summit and celebrate!**
    The Youth Summit will be held on **Thursday, May 28, 2026 at Sandy Point State Park.** This is a celebration for all schools in Maryland, and schools with successful 2025-2026 Green Schools applications will be recognized in an awards ceremony.

APPLICATION CYCLES

All centers, including Sustainable centers, must reapply every four years to maintain their Green Center status. For new applicants, activities and programs from the past two academic years are eligible as application evidence. All subsequent applications may utilize activities and programs from the four years between awards. Applications are accepted every year.

Application Number	Eligible Activities	Application Type	Certification Type
New (1st Application)	Activities occurring two academic years prior to submission (years 1-2)	Regular	Regular
2nd Application	Activities occurring after Application 1 (years 3-6)	Regular	Regular
3rd Application	Activities occurring after Application 2 (years 7-10)	Regular	Regular
4th Application	Activities occurring after Application 3 (years 11-14)	Regular with 4-year goals	Sustainable
5th Application	Activities occurring after Application 4 (years 15-18)	Sustainable	Sustainable Bronze
6th Application	Activities occurring after Application 5 (years 19-22)	Sustainable	Sustainable Silver
7th Application	Activities occurring after Application 6 (years 23-26)	Sustainable	Sustainable Gold
8th Application and In Perpetuity	Activities occurring after Application 7 (years 27+)	Sustainable	Sustainable Evergreen

DOCUMENTATION GUIDE

Documentation is required for all activities listed in the application. Keep in mind that professionals who do not know your school will be reviewing the application, so **please include detailed descriptions** for all activities.

Strong Documentation	Documentation to Avoid
Photos, videos, or other media of students in action	Photos with no students present
Completed student assignments, projects, worksheets, etc.	Lesson plans and blank student worksheets*
Workshop registration emails, certificates of completion, or sign-in sheets	Promotional fliers and emails
Screenshots of email correspondence between staff and partners, including the date	Staff headshots or partner organization logos
Links to public-facing websites	Links to websites without public access
Agendas describing plans for a near future event	*While lesson plans would not pass as standalone documentation, they may supplement the examples listed on the left.
Photos or screenshots of news articles or social media posts	

Documentation is NOT required for Sustainable centers (Applications 5 and beyond).
Click here to access the Application 5 and Beyond Template.

MAEOE Resources

FUNDING

MAEOE has mini-grants available for student action projects, transportation, and more! Explore funding opportunities on our Funding page or email grants@maeoe.org.

PROFESSIONAL DEVELOPMENT

MAEOE provides several professional development workshops throughout the year, including Project Learning Tree workshops, Environmental Education Certification, and more. Workshops are offered in both in-person and virtual formats. Visit our website for a list of workshop opportunities, including some from other providers. For questions about professional development, email greenschools@maeoe.org.

BECOME A GREEN AMBASSADOR

MAEOE Green Ambassadors (formerly Green Leaders) are individual volunteers charged with assisting Maryland Green Schools with their application processes. Green Ambassadors meet with MAEOE four times throughout the year to be trained in the Green Schools application and review process and work with their assigned school in completing their application. Anyone can become a MAEOE Green Ambassador; for more information, visit the MAEOE Green Ambassadors page on our website.

YOUTH SUMMIT

The Maryland Green Schools Youth Summit is an annual celebration of our Green Schools' and Green Centers' achievements that takes place at the end of May at Sandy Point State Park. All schools in Maryland are welcome to attend, and that year's newly awarded Green Schools and Green Centers will be recognized. Advance registration is required at $2/person. To register, visit our Youth Summit page on our website beginning in March. For questions about the Youth Summit, email applications@maeoe.org.

MAEOE CONFERENCE

The annual MAEOE Conference is a gathering of teachers, educators, researchers, and environmental professionals for workshops, networking sessions, speakers, and field experiences. The conference is held around early February and alternates between Towson and Ocean City each year. MAEOE members receive a registration discount, and there are a limited number of scholarships available! To register, visit our Conference page on our website beginning in October. For conference questions, email conference@maeoe.org.

MEMBERSHIP

Individuals and organizations can sign up for a MAEOE membership and receive discounts on conference registration. Learn more on our Membership page.

QUESTIONS?

For application-related questions, please email applications@maeoe.org.

GREEN CENTER APPLICATION WORKSHEET

This worksheet is provided for your own use to organize everything you need for your Green Center application. **The application has been recently updated**; please check pages 12-21 for further details on each objective's requirements and examples of acceptable activities and documentation.

Application Item	Assigned To:	Notes
Complete your center's cover sheet *Download and complete the cover sheet, include an original signature from the head of your organization, and select the correct application number and year.*		
Pay the $125 Intent to Apply fee *Complete the Jotform and pay online or mail a check to MAEOE at P.O. Box 1103 Edgewater, MD 21037.*		
Objective 1: Systemic Sustainability		
1.1.1 Student Programs *Provide two examples of environmental programming for preK-12th grade youth.*		
1.1.2 Teacher Workshops *Provide one example of an environmental professional development workshop for teachers.*		
1.2.1 Green Schools Program Promotion *Demonstrate how your center promotes the Maryland Green Schools program.*		
1.2.2 Green Schools Application Support *Provide two examples of how your center actively supports the Green Schools application process.*		
1.3 Professional Development *Demonstrate that at least 50% of center staff have participated in environmental professional development.*		
1.4 Center-wide Staff Sustainability *Provide at least one staff-driven sustainable practice.*		

GREEN CENTER APPLICATION WORKSHEET

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Application Item	Assigned To:	Notes
Objective 2: Student Action *Provide a total of 8 actions that address 4 or more of the following sustainability practices.*		
2.1 Water Conservation/Pollution Prevention *Addresses indoor and outdoor water use, stormwater management, erosion control, outdoor cleanups, and water quality.*		
2.2 Energy Conservation *Addresses energy/electronic use and reducing carbon footprints.*		
2.3 Solid Waste Reduction *Addresses resource use, waste disposal, and waste management.*		
2.4 Habitat Restoration *Addresses native plant and animal habitat, strengthening local ecosystems, and invasive species removal.*		
2.5 Opportunities for Nature Exploration *Addresses structures, signage, and artwork that encourage the use of outdoor space for environmental learning.*		
2.6 Responsible Transportation *Addresses sustainable options for transportation and other strategies to reduce carbon emissions.*		
2.7 Healthy Indoor Environments *Addresses healthy food and maintenance choices to promote a healthy indoor environment.*		
2.8 Citizen/Community/Participatory Science *Addresses student participation in scientific research via submissions to GLOBE, iNaturalist, eBird, or other online databases.*		

GREEN CENTER APPLICATION WORKSHEET

This worksheet is provided for your own use to organize everything you need for your Green Center application. **The application has been recently updated**; please check pages 12-21 for further details on each objective's requirements and examples of acceptable activities and documentation.

Application Item	Assigned To:	Notes
Objective 3: Community Partnership		
3.1 Community Partners *Provide two environmentally-focused partnerships with another organizations in your local community.*		
3.2 Additional Achievements (Optional) *List any other green accomplishments your center or staff would like to share.*		
Center Summary *Provide a brief description of your center's green culture and steps your center has taken to become more sustainable.*		
Top 5 Accomplishments *Write one sentence per accomplishment to be shared at Youth Summit award ceremonies.*		
Goals **(Applications 4 and beyond only)** *Set goals for the next 4, 8, and 12 years.*		
Goal Reflections **(Applications 5 and beyond only)** *Reflect on goals set in your last application.*		
Center Metrics Survey *Quantify the impact of the center's green actions.*		
Submit Application *Renewing centers may submit anytime after the Intent to Apply deadline.* *New centers may submit starting the Monday before the application deadline.* *Applications received after the deadline are not guaranteed a review.*		
Register to attend or exhibit at the Youth Summit *May 28, 2026 at Sandy Point State Park*		

A DETAILED OVERVIEW OF OBJECTIVES 1-3,
ALL REQUIRED INFORMATION,
EXAMPLES OF ELIGIBLE ACTIVITIES,
AND THE CENTER METRICS SURVEY

OBJECTIVE 1: SYSTEMIC SUSTAINABILITY

Demonstrate that center staff are integrating environmental literacy and sustainability into their programs, professional learning, and day-to-day practices.

1.1 Environmental Programs

Demonstrate that your center is providing outdoor, environmental-based instruction for both students and teachers.

1.1.1 Student Programs

Provide two examples of environmental programming your center provides for preK-12th grade youth. Note that this objective addresses **instruction**, not student action. *All student actions should be documented under Objective 2.*

Required Information	Passing Examples		Passing Documentation
- Lesson/Activity name - Grade(s) - Date - Detailed description of how students are using the outdoors or nature in their learning	- Meaningful Watershed Educational Experiences (MWEEs) - Lessons that enhance environmental literacy - Outdoor recreation activities - Environmentally-focused field trips - Nature hikes and camping - Outdoor/nature-themed arts education		- Photos/videos of students participating in activities - Completed student work
	Non-Passing Examples		**Non-Passing Documentation**
	- Action projects without lesson content (e.g., sorting recyclables, creating outdoor artwork, trash pickups, removing invasive plants, installing bird boxes, etc.) - Lessons that do not demonstrate an environmental connection		- Lesson plans (may supplement other documentation) - Blank student worksheets

OBJECTIVE 1: SYSTEMIC SUSTAINABILITY

1.1 Environmental Programs

1.1.2 Teacher Workshops

Provide one example of an environmental professional development workshop your center provides for teachers.

Required Information	Passing Examples	Passing Documentation
• Date of training • Name of training • Length of training • Detailed description of the workshop and how it benefits teachers in the classroom	• Workshops centered around enhancing environmental awareness, literacy, knowledge, skills, and/or related instructional strategies • Projects WET/WILD/Learning Tree educator training • Workshops demonstrating how to use outdoor classroom spaces • Webinars on climate anxiety, environmental justice, diversity/equity/inclusion (DEI), or related subjects • Master Naturalist training • Training on community science protocols • Workshops facilitating student action projects	• Agendas • Emails about the training • Sign-in sheets • Photos of training in action
	Non-Passing Examples	**Non-Passing Documentation**
	• School-wide assemblies with students • Regular adult programs that happen to have teachers in attendance • Workshops not showing a clear connection to the environment or education	• Promotional flyers • Photos with no staff or teachers present

1.2 Green Schools Awareness and Support

Demonstrate that your center is working with schools to make them aware of the Maryland Green Schools program and support them through the application process.

1.2.1 Green Schools Program Promotion

Provide one example of how your Green Center promotes the Maryland Green Schools program.

Required Information	Passing Examples	Passing Documentation
• Detailed description of how your center promotes the Green Schools program	• Information about Green Schools and Green Centers on your website • Introductory Green School presentations conducted at schools • Emails, newsletters, or flyers sharing information about Green Schools • Exhibit signage explaining the Green Schools and Green Centers programs	• Screenshots of website pages • Presentation slideshow • Screenshots of emails or newsletters • Promotional flyers
	Non-Passing Examples	**Non-Passing Documentation**
	• Displaying the Green Center flag or plaque with no additional information • Links to the MAEOE website with no other info	• School websites • Teacher headshots

1.2.2 Green Schools Application Support

Provide two examples of how your Green Center actively supports the Green Schools application process.

Required Information	Passing Examples	Passing Documentation
• Detailed description of how your center supports Green Schools	• Assisting a school with creating their online portal account • Reviewing Green School applications in March • Meeting with school Green Team(s) to assist them with their application process • Answering teacher emails and questions about the Green Schools application • Encouraging or supporting individuals to become a MAEOE Green Ambassador	• Photos of center staff meeting with school Green Teams • Screenshots of Green Schools applications listing your center • Screenshots of email correspondence with Green School teachers • Screenshots of a Green Schools application in its review process
	Non-Passing Examples	**Non-Passing Documentation**
	• Providing activities that fulfill application requirements (e.g., professional development, student action opportunities, etc.) as these are already covered in other objectives	• School websites • Teacher headshots

1.3 Environmental Professional Development for Staff

Demonstrate that **50% of Green Center staff** have completed an environmental workshop. MAEOE defines center staff as those staff that are working during your center's peak season, including full-time, part-time, and seasonal staff.

- **New centers** must have all PD completed **within the past 2 academic years**.
- **Renewing centers** must have all PD completed **within the past 4 academic years**.

A staff member who has participated in multiple workshops may only be counted once.

Required Information	Passing Examples	Passing Documentation
- Name of participant - Date of workshop - Name of workshop - Description of workshop and how it relates to the center's green practices	- The annual <u>MAEOE conference</u> - Projects WET/WILD/Learning Tree workshops - MWEE 101/201 online workshops by Bay Backpack - Using the Outdoors as a Classroom virtual training - Integrated Pest Management (IPM) workshops - Environmental landscaping courses - National Association for Interpreters (NAI) training with an environmental component - Energy-saving presentations by BGE, USGBC, EPA Energy Star Program, and other professionals - Environmental webinars/TED Talks attendance - Master Naturalist/Gardener certification - College degrees in an environmental field received in the last 2 years (for new centers) or 4 years (for renewing centers) - MAEOE Environmental Educator Certification	- Certificates of completion - Email confirmation/ registration - Workshop agendas - Photos of staff participating in workshops
	Non-Passing Examples	**Non-Passing Documentation**
	- Workshops taking place over 2 years (for new schools) or 4 years prior (for recertifying schools) - Workshops not demonstrating a clear environmental connection - Activities conducted as part of student programming - Personal field trips or vacations	- Photos of training that do not show the staff in question or environmental activities - Promotional flyers or emails

1.4 Center-wide Staff Sustainability

Demonstrate the steps your organization and staff have taken to become green. Note that this objective addresses actions that your staff have taken, not students.

| Required Information	Passing Examples	Passing Documentation
• Detailed description of practices being implemented by center personnel	• Reducing paper use via double-sided copying, electronic communications, etc. • Reducing electricity via energy-efficient bulbs, motion-sensitive lights, de-lamping (purposeful removal of ½ of light bulbs), use of natural light, etc. • Integrated pest management • Incentivizing staff carpooling or public transportation • Reducing impervious surfaces (blacktop, concrete) • Reducing single-use plastics via reusable lunch containers, water bottles, utensils, etc. • Reducing waste via composting and/or recycling initiatives	• Photos of practices being implemented by staff • Policy documents • Blueprints • Email or other correspondence
	Non-Passing Examples	**Non-Passing Documentation**
	• Practices being implemented by students	• Photos of student practices

OBJECTIVE 2: STUDENT ACTION

Demonstrate that students are taking a step beyond instruction and responding to environmental issues by planning, implementing, leading, and/or participating in sustainable practices.

Required Information	Passing Documentation
• Date of activity • Activity title • Grade level(s) • Detailed description of the activity and how students are taking action	• Photos/videos of students conducting action • Completed student projects • Screenshots of social media posts
	Non-Passing Documentation
	• Lesson plans (may supplement other documentation) • Blank student worksheets • Photos without students or student projects • Receipts of materials purchases • Logos • Web images

Centers must document eight total actions that address at least four of the listed sustainability practices. Not all eight practices are required; however, each action must be distinctly different and can only count for one practice. A variety of ages and grades should be represented.

Application 5 and beyond centers need only provide four total actions that address four sustainability practices. Click here to access the Application 5 and Beyond Template.

Note that these are student actions, not lessons or staff actions. If you're unsure if an activity belongs under Objective 2, use the following figure to help you determine where to place that activity.
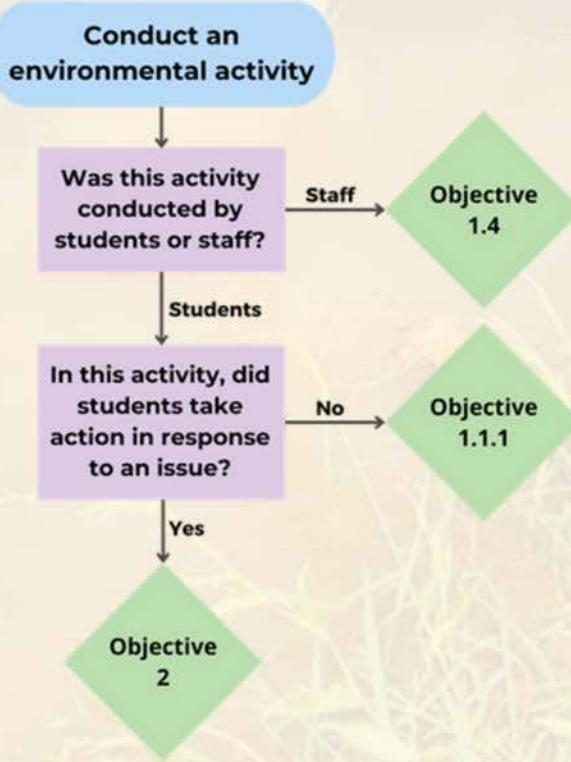
Conduct an environmental activity

Was this activity conducted by students or staff? → Staff → Objective 1.4

Students

In this activity, did students take action in response to an issue? → No → Objective 1.1.1

Yes

Objective 2

OBJECTIVE 2: STUDENT ACTION

Demonstrate that students are taking a step beyond instruction and responding to environmental issues by planning, implementing, leading, and/or participating in sustainable action. Centers must document **eight total actions that address at least four of the following eight sustainability practices**.

Sustainable Practice	Passing Examples	Non-Passing Examples*
2.1 Water Conservation/ Pollution Prevention Addresses indoor and outdoor water use, erosion control, stormwater management, trash cleanups, and water quality.	• Installing a rain garden or no-mow zone • Reducing impervious surfaces • Installing riparian buffer zones to reduce runoff • Conducting a stream cleanup • Creating signs to turn off faucets in bathrooms • Stenciling storm drains	• Conducting water quality testing without applying or sharing the findings • Investigating the levels of erosion at a site without performing mitigation
2.2 Energy Conservation Addresses energy and electronics use and strategies to reduce carbon footprints.	• Labeling light switches with reminders to turn off lights • Conducting an energy audit of a school and present findings to school administration • Sharing energy-saving tips over morning announcements	• Determining one's own carbon footprint • Conducting an energy audit without sharing the findings • Staff installing energy-efficient lightbulbs
2.3 Solid Waste Reduction Addresses resource use, waste disposal, and waste management.	• Participating in no-waste lunches • Creating a share table at lunch • Sorting recyclables from trash • Conducting composting • Repurposing used materials into art projects	• Staff adding more recycling bins • Installing water bottle refill stations without student involvement
2.4 Habitat Restoration Addresses native plant and animal habitat, strengthening local ecosystems, and invasive species removal.	• Raising native species, such as terrapins or sunfish, in the classroom for release • Planting native trees, shrubs, pollinator plants, or bay grasses • Removing invasive plants • Building and installing bird boxes • Implementing bird-proofing measures on windows	• Planting introduced/ invasive trees, shrubs, or other plants • Staff planting trees or other plants on behalf of students

Refer to the flow chart on page 18 to help you determine if an activity belongs under Objective 2.

OBJECTIVE 2: STUDENT ACTION

Demonstrate that students are taking a step beyond instruction and responding to environmental issues by planning, implementing, leading, and/or participating in sustainable action. Centers must document **eight total actions that address at least four of the eight provided sustainability practices**.

Sustainable Practice	Passing Examples	Non-Passing Examples*
2.5 Opportunities for Nature Exploration Addresses structures, signage, artwork, and events that encourage the use of nature in learning.	• Installing interpretive signage • Creating or maintaining an outdoor classroom or nature trail • Installing outdoor artwork • Planting or maintaining an edible garden • Participating in running events that show a clear environmental connection	• Maintaining an outdoor classroom or trail without student involvement • Participating in running events without a clear environmental connection
2.6 Responsible Transportation Addresses sustainable options for transportation and fossil fuels reduction.	• Installing signs to designate a no-idle zone • Handing out fliers to advocate for no idling or carpooling • Advocating to the district for electric buses • Participating in walking field trips • Conducting a bike swap or repair event	• Riding the bus • Riding electric vehicles • Staff installing no-idle zones or bike racks
2.7 Healthy Indoor Environments Addresses healthy food and maintenance choices to promote a healthy indoor environment.	• Creating and using non-toxic cleaning products • Keeping indoor plants to improve air quality • Harvesting produce to be used in snacks • Monitoring a school's indoor air quality and sharing results with the school administrators	• Monitoring air quality without sharing or acting upon the findings
2.8 Citizen/Community/ Participatory Science Addresses student participation in scientific research via submissions to GLOBE, iNaturalist, eBird, or other online databases.	• Conducting a bird count and submitting sightings to eBird • Participating in a bioblitz and submitting observations to iNaturalist • Training and collecting water quality data for the Chesapeake Water Watch project • Training and collecting atmospheric or hydraulic data to submit to GLOBE • Submitting monarch butterfly sightings or milkweed observations to Journey North • Documenting storm damage on MyCoast	• Gathering data without submitting it to an online database

Refer to the flow chart on page 18 to help you determine if an activity belongs under Objective 2.

OBJECTIVE 3: COMMUNITY PARTNERS

Demonstrate that your center is forming long-term partnerships to foster environmental stewardship and cultivate community wellness.

3.1 Community Partnerships

Provide two specific, environmentally-focused partnerships with other organizations.

Required Information	Passing Examples	Passing Documentation
• Date of activity • Name of partner organization • Detailed description of how you partnered with this organization • Explanation of how your center considers this a long-term partnership	• Providing environmental programming for a community group • Co-hosting environmental events with another organization • Providing and/or receiving professional development to/from another organization • Inviting another organization as a guest presenter for a professional development workshop • Receiving a grant for an environmental sustainability project	• Photos of students and community partners working together on an environmental program • Newspaper/newsletter articles • Emails or other correspondence with the partner
	Non-Passing Examples	**Non-Passing Documentation**
	• Supporting a school on their Green School application (this is addressed in Objective 1.2.2) • Partnering with an organization in a non-environmental capacity	• Partner logos/websites • Headshots • Photos without students or student projects present

3.2 Additional Achievements (optional)

Share any environmentally-related awards, special recognition, certifications, or other achievements that your center or staff have accomplished.

Required Information	Examples	Documentation
• Date of activity • Achievement title • Description of the achievement	• Community Wildlife Habitat Award from NWF • County awards • Measurable energy savings awards • LEED Certification • Environmental professional development received more than 4 years ago • Staff recognized for green efforts	• Photos of the award or a special recognition event • Newspaper/newsletter articles • Copy of certificate/award

ADMINISTRATIVE ITEMS AND SURVEY

ADMINISTRATIVE ITEMS

Complete the following items to submit your application.

Intent to Apply

All applying Green Centers must <u>complete this form</u> and pay their $125 Intent to Apply fee by December 15, 2025 in order to submit their application in March. If paying by check, please mail to MAEOE at P.O. Box 1103 Edgewater, MD 21037 with your organization's name on the memo line.

Cover Sheet

<u>Download and complete the cover sheet.</u> Provide the number of students and staff at your center, then select your application number and submission year. If you are unsure of your center's application number, <u>check the Green Centers list here</u>. Acknowledge your center's permission to provide your chosen documents and that the provided information is accurate. You may choose to give MAEOE permission to use any provided photographs in our promotional materials. Finally, for your application to be submitted, your cover sheet must include an original signature from the head of your organization.

Green Center Summary

Provide a brief description of your center's green culture and examples of sustainable changes that the center has made to become greener.

Top 5 Accomplishments

Provide one sentence for each of the five accomplishments your school is most proud of. These statements will be shared during the awards ceremony at the Youth Summit.

Goals (Applications 4 and Beyond Only)

Centers completing Application 4 are being considered for Sustainable status, which means they must set goals for themselves for the next 4, 8, and 12 years. Sustainable centers, or centers completing Application 5 and beyond, will also provide written reflections on these goals and set goals for themselves for another 4, 8, and 12 years.

ADMINISTRATIVE ITEMS AND SURVEY

CENTER METRICS SURVEY

The purpose of the Center Metrics Survey is to quantify the impact of the green actions taken by your school to support sustainability and improve the environment. All survey quantifiers align with the sustainability practices outlined in Objective 2.

Centers are NOT expected to have an impact in every quantifier. This survey simply helps MAEOE document the collective impact of the Maryland Green Centers program and will not count against the center's application. The Center Metrics Survey can be accessed here.

Due to the nature of the survey, **MAEOE recommends completing this part of the application last.**

Metrics Survey Quantifiers	Possible Data Sources
• Gallons of water saved • Erosion control projects • Stream cleaning • Reduction of impervious surfaces • Litter collection	• Student action projects completed in **Objective 2.1: Water Conservation/ Pollution Prevention** • Community cleanup events • School facilities/utilities personnel • Utility bills
• KWh of energy saved • Use of renewable energy • Efficient lighting fixtures • Delamped light fixtures	• Student action projects completed in **Objective 2.2: Energy Conservation** • School facilities/utilities personnel • Energy bills
• LBs of recycled materials • LBs of compostable materials • # of electronics, ink cartridges, etc. recycled	• Student action projects completed in **Objective 2.3: Solid Waste Reduction** • Information from waste collection • TerraCycle recycling programs

ADMINISTRATIVE ITEMS AND SURVEY

Metrics Survey Quantifiers	Possible Data Sources
• # of native trees/shrubs planted • Native habitat creation • Bird box creation/ installation	• Student action projects completed in **Objective 2.4: Habitat Restoration** • Community events • Actions with partners
• Trails, pathways creation • # of outdoor classrooms • Environmental art projects • # of times schoolyard used for learning	• Student action projects completed in **Objective 2.5: Opportunities for Nature Exploration** • Actions with partners • Grants for outdoor space creation
• No idle zones • # of staff/faculty carpooling, biking, walking, etc. to school • # of staff/faculty carpooling, biking, walking, etc. to school	• Student action projects completed in **Objective 2.6: Responsible Transportation** • Students' transportation information
• # of indoor plants • Edible gardens • Outdoor running/environmental festivals	• Student action projects completed in **Objective 2.7: Healthy Indoor Environments** • Community events • Actions with partners
• Poster campaigns • Analyze data and identify solutions for environmental problems • Online data submission projects	• Student action projects completed in **Objective 2.8: Citizen/Community/Participatory Science** • Community events • Actions with partners • Use of iNaturalist, etc. with students