

**ENERGY HUB GRANT**

**2016 - 2017 Academic Year**

*Applications due October 31, 2016*

**About the Energy Hub Grant Program**

The Baltimore Energy Challenge, Civic Works, Baltimore Community Foundation, and Baltimore City Public Schools, with support from Constellation, an Exelon Company, are offering “Energy Challenge” grants to help students at Baltimore City Public Schools improve the environment through a deeper knowledge of energy and how to use it wisely.

All Baltimore City Public Schools are eligible and encouraged to apply for an Energy Challenge Hub grant, receiving up to $1,000. Grants are available for all energy-themed projects. If chosen, each school receives the resources of an AmeriCorps energy educator starting in the month of January, as well as frequent visits from HUB school coordinator Alisa. AmeriCorps volunteers will aid in the completion of the project as well as offer program support on a daily basis. This member will be available starting January 2017 through May 2017.

**Applicant Qualifications**

* All Baltimore City Public Schools are eligible to apply.
* Previous Energy Hub grant recipient schools may re-apply.
* The project must be supported by a “Green Team” or “Energy Team” of students who plan and implement the project alongside the AmeriCorps volunteer.
* Each Team must have an adult sponsor (called the “Project Coordinator”). This can be a teacher, administrator, parent, or volunteer at the school. This coordinator must be present at all times of instruction and is expected to guide the students through their project timeline, from idea to execution.
* The Team must have a minimum of five student members, and no more than ten. At least two of these team members must interview with the Energy Educator or Baltimore Energy Challenge staff prior to being selected for the grant. This will ensure the full involvement of students in the application process and commitment to the project.
* The Project Coordinator along with the AmeriCorps volunteer will commit to overseeing the internal planning, student gathering times, and budget tracking for the project.
* The Project Coordinator as well as your AmeriCorps volunteer will record team progress, including saving receipts, documenting progress, taking pictures, providing project summaries upon request, and submitting a final report in May 2017 at the conclusion of the project.

**Application Process**

* Identify your Project Coordinator – a teacher, staff member, parent or volunteer. \*\*AmeriCorps volunteers can not be project coordinators.
* Schedule a pre-interview to discuss your school’s participation in the grant program.
* Organize your Green or Energy Team including the students in the decision-making process for planning your project. Please note there will be an AmeriCorp volunteer to assist with planning upon request.
* Carefully read the information on pages 3-5, and develop the project plan.
* Complete the application on pages 7-11, print it out and have your school’s Principal and Green Team members sign on the lines indicated.
* Submit the entire application as soon as possible to schedule an interview, but no later than **October 31, 2016**. Mail, fax or scan & email your completed application to Alisa Balthrop (emailed applications preferred):
  + Email: [abalthrop@BaltimoreEnergyChallenge.org](mailto:abalthrop@BaltimoreEnergyChallenge.org)
  + Mail: 901 N. Milton Avenue, Baltimore, MD 21205
  + Fax: 410-366-1831

\*\*Applications will be considered based on projected school/community wide-impact, feasibility and cost-effectiveness.

You will be notified of the status of your application by **December 1, 2016**. Please note that the Energy Hub grant is competitive and awards are not guaranteed.

**Background**

The Baltimore Energy Challenge schools team (BSEC) mission is to educate students about energy conservation while encouraging, engaging, and empowering individuals of all ages. We provide the knowledge to spread awareness within Baltimore City communities, starting with the youth.

Energy usage is a huge contributor to pollution and greenhouse gas emissions in Baltimore. The Baltimore Energy Challenge (BEC) is a local non-profit that works with students and teachers to make energy conservation a fun and rewarding part of life at school. Each school selected to receive an energy grant will be recognized as a 2016-17 school year Energy Hub and receive a **BEC banner** to place on the school building. Each school is assigned an AmeriCorps volunteer to work with students and assist teachers on a daily basis. In addition, they will engage with parents and community members, aiding in the students’ ability to teach how behavior change can decrease their energy use and help save them money.

**Energy-focused grants are offered to City Schools in order to:**

* Provide students with the opportunity to become leaders in energy conservation.
* Educate and empower school communities to save energy.
* Spread the message of saving energy and money to a wider audience of parents, neighborhood residents, businesses, and partner organizations.
* You will receive hands-on support from an AmeriCorps member who will work with you at your school, while reaching out to community organizations, faith-based communities, businesses and neighbors to create a resounding message of energy conservation throughout the community, “Energy Hub.”

**Project Ideas**

Listed below are examples of projects that can be completed using your Energy Hub grant. Schools can pull from these ideas, combine and/or build on them or craft a unique project as long as it is energy related. If you choose one of these ideas, be specific as to how you would implement it at your school to adjust to your school’s needs and available resources. The project presented as part of this grant should also include no-cost activities.

**Retrofits:** Students identify areas where energy upgrades are needed and assist in the purchase and installation of new energy-efficient items, such as power strips, window blinds, energy efficient lights, and faucet aerators.

**Building Energy Efficient Equipment:** Students build a wind turbine to power a radio. Assemble a solar powered oven to dry fruits and vegetables. Students can then showcase this equipment to the school through assemblies or other forums.

**Skits and Raps:** Students write and perform skits and raps to share with the school at assemblies. Funds can be used for props and or recording equipment.

**Field trips:** Students take field trips to sites where energy is being used responsibly such as the Maryland Science Center and its Power Up! exhibit, the Port Authority, or Real Food Farm.

**Energy Audits:** On a regular basis, the students can identify where energy is being used in the school and whether it is being used efficiently. Students hand out citations to classrooms and offices using energy inefficiently. With the use of their audit, schools hold contests between classrooms to see who could lower energy use in their room the most.

**Power Down Competition (required):** The corresponding schools will participate in a city wide Power Down competition. The school with the least amount of energy used during the course of the school year will win a prize.

**Videos**: Students write, create and edit movies and Public Service Announcements promoting energy conservation awareness that can be shown to other students, teachers, staff and parents.

**Solar Cars:** Students assemble solar cars and then take them outside to observe how the cars move using solar energy.

**Pizza Oven Box:** Students create solar ovens using pizza boxes.

**Awareness Projects:** Students make posters and literature about global warming, energy

conservation, and other energy related issues. Posters can be produced or laminated for long term use. Students may also design and have T-shirts printed with positive energy and sustainability messages.

**Power Down Days:** Schools turn off all or most electronics and lights one day or half day a week.

Funds can be used to promote the event and spread energy related awareness throughout the

school.

**‘Tiny House’ Presentation:** Students create an unofficial press conference to discuss the logistics of a ‘tiny house’ and its energy consumption comparison to that of a standard home in Baltimore City.

**End of Day Power Out:** Students work with teachers to ensure all equipment is unplugged at the end of the day and with housekeeping staff to ensure all lights are turned out at the end of the day. Funds can be used toward publicizing the event with posters and or prizes for participation.

**Energy Fest:** At the end of the school year, the Project Coordinator and the Green/Energy Team will be able to host Energy Fest at their respective schools. This event is celebratory and use to further educate students, faculty, parents, and community members about energy conservation and the Baltimore Energy Challenge.

**Have questions or need help?**

Email Alisa Balthrop at abalthrop@BaltimoreEnergyChallenge.org or call 443-869- 2614, ext. 209

**Additional Sustainability Opportunities for City Schools**

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| --- |
| **Healthy Smart Challenge**  This grant provides funds for student-led environmental projects of all types. All city public  schools are invited to apply for up to $1,000; schools that have successfully completed a GHSC  grant in the past AND are pursuing Maryland Certified Green School status can apply for up  to $1,500; and schools that are already Maryland Green Schools can apply for up to $2,500. A  menu of project ideas is included on the application to help new Green Teams get started.  **Due Green Date:** Rolling applications are accepted between Sept 1 and Oct 30, 2016. Application is available online <http://www.baltimoresustainability.org/projects/green-schools-initiative/green-healthy-smart-challenge/>  Contact: Andrea Calderón, Green Schools Assistant, [andrea.calderon@baltimorecity.gov](http:///h) or 667-224- 0267 |
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**2016—2017 Energy Hub Grant Application**

#### School Information

School Name:      August Fells Savage Institute of Arts High School (AFSIVA)

School Number:      430

School Address:      1500 Harlem Ave

Principal’s Name:      Tracy Hicks

Principal’s Email:      TracyHicks@bcps.k12.md.us

Principal’s Signature (required): (signed on sumbitted application)

Please provide a description of your school, including name(s) of the surrounding neighborhoods, grades served, community partnerships, and any past projects dealing with sustainability:

The Augusta Fells Savage Institute of Visual Arts (AFSIVA) is a public high school located in Baltimore, Maryland. The school serves grades 9-12 and has 2 programs that serve autistic students. The school is named after Augusta Fells Savage, a famous African American sculptor associated with the Harlem Renaissance. AFSIVA’s student body makeup is 55 percent male and 45 percent female, and the total minority enrollment is 96 percent. The student enrollment is approximately 383 students. The schools surrounding neighborhoods are North Gilmore Street, West Lanvale Street, North Calhoun Street, Harlem Ave., and Edmondson Avenue. The school is currently partnered with Baltimore Healthy Challenge, MICA, Beyond Pesticides, Mountain Manor,Baltimore City Office of Sustainability, and the University of Maryland.

The AFSIVA Green club was formed in 2012 under Willy Herrera the former GREEN CLUB leader and ambassador. The AFSIVA Green Club is composed of students from grades 9-12. Currently the AFSIVA Green Club is working in the indoor garden, recycling paper products, creating posters and a newsletter for energy saving and “ Green” tips. In the past the AFSIVA Green Club created a butterfly garden, completed water testing, visit a water shed and collected samples from the Chesapeake Bay, started a vegetable and fruit garden, created an indoor garden, forged a comprehensive recycling program, performed energy audit program, designed and developed green cleaning creation products for use in the school building, and participated in solid waste and bay protection which includes sewer drain stenciling.

#### Project Coordinator Information

The Project Coordinator is the teacher, staff member, or parent/community volunteer who will take the lead in helping the Green/Energy Team implement its project. This person must be an adult. The Project Coordinator will be the point of contact for notification of funding, reporting requirements, and special events and opportunities related to the program. The Project Coordinator is also responsible for tracking expenses, maintaining spending records (receipts), and completing a report at the end of the project.

Project Coordinator’s Name: Kiesha Wilson

Project Coordinator’s Position at the School: Teacher

Project Coordinator’s Direct Phone Number: 443-629-5110 cell School Number 410-396-7701 work

Project Coordinator’s Email: kwilson01@bcps.k12.md.us

Are there other teachers or staff in your school who will participate in the project? If so, please provide names, positions and contact information:

Raymond Bennett Teacher 410-396-7701

Vilma Ramos – Teacher- 410-396-7701

Mr. Goggins, Teacher -410-396-7701

**Student Green Team or Energy Team**

The Project Coordinator is the teacher, staff member, or parent/community volunteer who will take the lead in helping the Green/Energy Team implement its project. This person must be an adult. The Project Coordinator will be the point of contact for notification of funding, reporting requirements, and special events and opportunities related to the program. The Project Coordinator is also responsible for tracking expenses, maintaining spending records (receipts), and completing a report at the end of the project.

**Project Coordinator’s Name:      Kiesha Wilson**

**Project Coordinator’s Position at the School:      Teacher/ Green Team Advisor**

**Project Coordinator’s Phone Number:      410-396-7701**

**Project Coordinator’s Email:      kwilson01@bcps.k12.md.us**

Are there other teachers or staff in your school who will participate in the project? If so, please provide names, positions and contact information:   Raymond Bennett

**Student Green Team or Energy Team**

This Team is a group of students working together to make their school a more environmentally

friendly/energy efficient place. They can meet either during or after school. If your school does not

currently have a Green/Energy Team, you must form one in order to apply. Science classes may also form a Green Team, and may be taught during the regular school day. Please include the names and signatures for at least five students; your Team is not limited to five students. (If submitting application as an attachment by email, please scan the following page of signatures and email separately if needed.)

Name Grade Signature

1.      Paul McGeegee 10

Signed on original form

2.      Rashaad Adams 10

3.      Keon Adams 12

4.     Keon Rose  10

5.      Ayarna Horton 11

Please provide a description of your Green/Energy Team, including which classes and/or grades the participating students are drawn from, how long the group has worked together, and what other projects, if any, they have worked on so far, etc.

The AFSIVA Green club was started in 2012 under Willy Herrera, the former GREEN CLUB leader and ambassador. The AFSIVA Green Club is composed of students from grades 9-12. Currently the AFSIVA Green Club is working in the indoor garden, recycling paper products, creating posters and a newsletter for energy saving and “ Green” tips. In the past the AFSIVA Green Club has created a butterfly garden, completed water testing, water shed investigations and collected samples from the Chesapeake Bay. AFSIVA students and green club members started a vegetable and fruit garden, created an indoor garden, forged a comprehensive recycling program, performed energy audit program, designed and developed green cleaning creation products for use in the school building, and participated in solid waste and bay protection which includes sewer drain stenciling.

When will this group meet? And will membership stay the same or will it change throughout the school year?

The clubs meet a minimum of 2 times a week after school on Tuesdays and Thursdays. The students also meet occasionally on days that schools are closed and during the school day occasionally. The students are assigned different roles and work independently and in collaborative teams. The membership is predicted to increase throughout the year because we are recruiting new members.

**Project Description**

Please answer the following questions.

1. 1. What will you title your school’s Energy Challenge Project (be creative)?    **AFSIVA GREEN CLUB Environmentally Responsible Initiative**

1. Describe your project: What will your students do with the funds you are requesting? How will they be involved as energy leaders through the project? How will it decrease energy use and increase sustainability at your school? Also include no-cost activities in your description.

The students will design an energy project to inform students, staff, and their community on sustainable practices and ways to conserve energy. The students will buy poster paper and art supplies to create posters to share their energy sustainability effort and share information on how to conserve energy. Students will need colored ink cartridges to create newsletters, signs, and print pictures of the students Green Work to share with staff, students, parents, and the community about AFSIVA’s Green Initiatives. Students will host an energy night to share information with the community, parents and school at least 2 times for the 2016-2017 school year. Students will also encourage the staff, family, and community to do biweekly power down. Students on the energy patrol committee of the AFSIVA Green Club will act as ambassadors in the community by teaching students at AFSIVA and Harlem Elementary school about the benefits of solar energy. Students will need a small solar kit that will be purchased with grant funds to teach students about green energy.  The students will create a mini car to teach about solar energy in the AFSIVA outdoor classroom.

The Green Club energy patrolwill conductregular energy audits. Green club members will hand out citations to classrooms and offices using energy inefficiently with the use of their audits. Students will also need a uniform and materials to conduct energy audits. Sweat shirts will be purchased for active members during the winter months for students to travel out of the building into the community, work in the school during after school hours, and to work as an ambassador in the local elementary school where Green club members will educate students in grades pre k-grade 5. Also the Green club is interested in careers and initiatives outside of the school classroom. Students will take a trip to learn about sustainability. Students will need 1 bus to pay for transportation for about 15-30 students interested in sustainability.

3. How will your project spread the message of energy conservation through the school community to as many people as possible?

Students will use electronic newsletters, posters, and energy nights to spread information about energy conservation. Students will also work as an ambassador in the local high school and elementary school teaching about solar energy and energy conservation. Students will share out reports and research on energy conservation with the community during school and engagement forums.

4. What are the steps you will take to carry out your project? Will you work with any partners?

The AFSIVA green club will work with Beyond Pesticides, MICA, and the Green Healthy Smart Challenge to promote sustainability.

STEPS:

1. Form a Green Club
2. Form a energy patrol
3. Have students trained on conservation and ways to conduct energy audit
4. Allow students to meet weekly and discuss sustainability and come up with ideas to conserve energy.
5. Students will promote conservation tips
6. Share out ways to conserve energy.
7. Teach others about green energy
8. Reduce and conserve energy.

5. What are your anticipated outcomes for your project?

* Students will form an energy patrol.
* Students will conduct an energy outcome and graph the monthly energy usage and present it to the staff.
* Students will explore the benefits of conservation of energy.
* Students will promote ways to conserve energy.
* Students will host energy nights to share with the community ways to conserve energy.
* Students will learn about solar energy and share their knowledge with their peers, family, and the community.
* Students will gain new knowledge of how to promote and engage in sustainability practices. This will impact the culture of the school and community.
* Students will share their knowledge of sustainability with the staff, peers, family, and community by advocating sustainable practices.
* Students will get involve in their community by integrating innovative solutions that improve waste reduction, conserve energy, improve the air, and creates healthy diverse ecosystems throughout the Baltimore community.

1. How will your project reach and/or impact the rest of the school or your community at large?

* Students will gain new knowledge of how to promote and engage in sustainability practices that conserve energy and prevent waste. This will impact the culture of the school and community.
* Students will share their knowledge of sustainability and energy conservation with the staff, peers, family, and community by advocating sustainable practices using school forums and advocacy.
* Students will get involve in their community by integrating innovative solutions that improve waste reduction, conserve energy, improve the air, and creates healthy diverse ecosystems throughout the Baltimore community.
* Students will explore the benefits of conservation of energy and gain knowledge that will be useful in and outside of the classroom.

**Project Timeline**

Please keep in mind that schools may have to limit, but not cancel, some grant activities during testing. This timeline will help guide the project so the project can be successfully completed.

Month Activities

**October:** Energy Night, posters,

**November:** Energy Patrol newsletters, Energy audit training,

Energy Audit share outs, pre surveys

**January:** Educate students, staff and community on conserving energy

Energy Audits, Solar car project, ambassador project with the local elementary school, energy conservation tip announcements.

**February:** Energy Audits, energy graphing, ambassador activities, promoting and engaging in sustainability practices, solar energy feedback, Ambassador Projects, energy conservation tip announcements.

**March:** Energy Audits, ambassador activities, power down night, field trips, essay on field trip, newsletter to staff and energy conservation tip announcements.

**April:** Energy Audits, ambassador activities, power down night, working in the outdoor classroom, energy conservation tip announcements.

**May**: Energy Audits, power down night, closing event, student survey, post surveys, poster board making, energy conservation tip announcements.

**Budget**

Please complete the budget form below. Total budget request per project may not exceed $1,000. Please list the quantity, type of item, and cost or approximate cost of all items. List vendors if known.

|  |  |  |
| --- | --- | --- |
| **Category** | **Items** | **Cost** |
| **Implementation**  (The tools you’ll need to carry out your project) | Solar panel kit, poster paper, ink cartridge | $ 500 |
| **Promotion**  (Informing other students or members of your community about the project. Examples include flyers, banners, t-shirts, bumper stickers, and bulletin boards) | Sweat shirts, picture paper | $ 500 |
| **Recording and Reporting**  (Documenting your work by print, photo, video and/or other means) | Printing photos | $ 100 |
| **Training and Research**  (Materials or other information resources, including field trips fees) | Energy audit kit, decals, and research supplies, power strips, graphing paper, checklist | $ 400 |
| **Transportation**  (Getting to and from events or sites needed to carry out the project; typically the cost to rent a bus) | Bus and field trip | $ 850 |
| **Other**  (If you expect other expenses, please describe them here) | Awards and certificates to members | $ 150 |
| **Total** |  | $ **2500** |

**Reporting Requirements**

Before submitting an application, please read thoroughly the following reporting requirements.

The Green/Energy Team will complete a pre- and post-survey, which we will provide.

The AmeriCorps and BEC staff will plan a meeting in March for a verbal progress report of your activities, at which time you can provide copies of receipts from purchases made up to that point.

At the completion of the project, a narrative report with an updated actual budget and remaining receipts from all funds spent must be submitted. A report template will be supplied and will include topics such as final project description, testimonials from students and teachers involved in the project, the number of students who were reached by the project, and potential next steps.

The school will take photos of grant activities to supply to BEC staff for use in promotional and educational materials.

**Additional Resources**

Interested in learning more about what’s happening to improve sustainability throughout City Schools? Visit the City Schools’ Sustainability pages ([www.baltimorecityschools.org/sustainability](http://www.baltimorecityschools.org/sustainability) and www.baltimorecityschools.org/internal\_sustainability), or contact Joanna Pi-Sunyer, Green Schools Coordinator, at JPi-Sunyer@bcps.k12.md.us or 443-642-4542. You can also check out the **Resource Guide for Going Green in City Schools** (<http://www.baltimorecityschools.org/Page/26114>), from the City Schools Office of Engagement! Topics covered include Sustainable & Healthy Food Systems, Sustainable Facilities, Schoolyard Greening, Family & Community Engagement, Learning to Work Green, Green Teaching, Student Environmental Leadership, and Local Funding Opportunities. Here are a few particularly useful contacts to have on hand:

*Help with recycling at your school:*

**Baltimore Department of Public Works**

Natasha Neale, Recycling Program Associate, Natasha.Neale@BaltimoreCity.gov

410-396-4511

<http://publicworks.baltimorecity.gov/Recycling.aspx>

*Free trees and help with school tree plantings:*

**Tree Baltimore**

Charles Murphy, Operations Manager

Charles.Murphy@baltimorecity.gov

410-458-7888

[www.baltimorecity.gov/treebaltimore](http://www.baltimorecity.gov/treebaltimore/)

*Connections to experts in the fields of environmental health who want to work with students:*

**Maryland Environmental Health Network**

Allison Rich, Children's Environmental Health Specialist, allison@mdehn.org,

[www.mdehn.org](http://www.mdehn.org/)

*Stormwater-focused educational programs and resources, and a local plant nursery:*

**Blue Water Baltimore**

Michel Anderson,, Education and Outreach Coordinator

manderson@bluewaterbaltimore.org

410-254-1577 x109

[www.bluewaterbaltimore.org](http://www.bluewaterbaltimore.org/)

*Trained volunteers to help with gardening projects:*

**Baltimore City Master Gardeners**

Erin Mellithin, Baltimore City Extension Master Gardener Coordinator

[melle@umd.edu](mailto:melle@umd.edu)

410-856-1850, x 121

[extension.umd.edu/baltimore-city/urban-agriculture/master-gardeners](http://extension.umd.edu/baltimore-city/urban-agriculture/master-gardeners)

*Small grants, giveaways of plants and other resources, and programs for environmental education and outdoor learning:*

**Parks and People Foundation**

Kelly MacBride-Gill, Community Greening Assistant

kelly.macbride-gill@parksandpeople.org

410-448-5663

[www.parksandpeople.org](http://www.parksandpeople.org/)

*For information on citywide sustainability projects in the communities and schools:*

**Baltimore City Office of Sustainability**

sustainability@baltimorecity.gov

410-396-4556

[www.baltimoresustainability.org](http://www.baltimoresustainability.org/)

*For information and resources about asthma and indoor air quality programing available in the city:*

**Asthma Friendly Schools Program**

Baltimore City Health Department

Margaret Schnitzer, Program Manager margaret.schnitzer@baltimorecity.gov

410-396-3896