**STATE OF MAINE REQUEST FOR APPLICATIONS**

**RFA SUBMITTED QUESTIONS & ANSWERS SUMMARY**

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| **RFA NUMBER AND TITLE:** | 202412219, Climate Education Professional Development Grant |
| **RFA ISSUED BY:** | Department of Education |
| **SUBMITTED QUESTIONS DUE DATE:** | February 7th, 2025 |
| **QUESTION & ANSWER SUMMARY ISSUED:** | February 14th, 2025 |
| **PROPOSAL DUE DATE:** | March 21st, 2025 no later than 11:59 p.m. local time |
| **PROPOSALS DUE TO:** | [Proposals@maine.gov](mailto:Proposals@maine.gov) |

**Provided below are submitted written questions received and the Department’s answer.**

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| **1** | **RFA Section & Page Number** | **Question** |
| Part II, Section D.4,  Page. 8 | Could you please clarify what is meant by this statement under use of allowable funds?   1. Teaching alongside community partner personnel curriculum, not to exceed 50% of partner scope of work in program AND awardee educators must be an active partner during instruction. |
| **Answer** | |
| Community Partners may teach or engage directly with students, but the awardee teacher must be actively involved and it may not exceed half of the partners’ total scope of work as part of the grant program. | |

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| **2** | **RFA Section & Page Number** | **Question** |
| RFA Application, page. 14 | How do you access the application in the RFA? |
| **Answer** | |
| To access the application, which is linked on Page 14, you must download the document. Once downloaded, you can open in Word or upload the docx to Google Docs. In Word or Google Docs, double click on the Application Icon on Page 14 to access the document. Follow the instructions in the RFA to complete and submit. | |

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| **3** | **RFA Section & Page Number** | **Question** |
| Part II, Section B.2, page. 7 | Can a single SAU be defined as a region for the Summit Program track? |
| **Answer** | |
| Yes. | |

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| **4** | **RFA Section & Page Number** | **Question** |
| Part II, Section A.6, page. 7 | What is the limit on community partners involved in an awardee application? |
| **Answer** | |
| Applications must include one community partner but are not limited to how many can be involved in the grant. Community partners must sign intents to partner with awardees and must be approved by the grant program administer if added after award is granted during the contract negotiation. | |

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| **5** | **RFA Section & Page Number** | **Question** |
| RFA Terms/Acronyms with Definitions,  Page. 3 | Can you provide clarification on the definition of climate education?   1. Instruction around content and/or pedagogy centered on climate (specifically pertaining to historical, current, and future climate change) and/or the environment. |
| **Answer** | |
| Further clarification from the MDOE website:  Maine Climate Education is a place-based, age-appropriate, interdisciplinary approach to "understanding of how the climate system works, how human actions influence climate, and how climate influences people and other parts of the Earth system." ([NOAA](https://downloads.globalchange.gov/Literacy/Climate-Literacy-Guide-2024.pdf))  There are a wide variety of applications based on age and location. This could include place-based learning, community resilience, environmental stewardship, scientific research, food systems, outdoor, nature play, interdisciplinary, traditional ecological knowledge, and green career exploration. Early climate education can primarily focus on appreciation and stewardship of the environment. Later climate education can pivot to focusing on climate and social systems and how to take community-oriented action. | |