## Budget

Bowling Green City School District (043638) - Wood County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (302)

### U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

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### Adjusted Allocation

| Remaining | -144,579.60 |

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Adjustment necessary to meet budget constraints.
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Beyond the Classroom Walls

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Bowling Green City Schools is seeking funding to construct an outdoor educational landscape, commonly known as a land lab, utilizing plans that resulted from a collaboration between Bowling Green City Schools and a BGSU graduate-level Environmental Studies class project in 2012. The goal of student achievement is addressed as students learn not only by seeing and hearing (traditional classroom), but also by smelling, feeling, tasting, and touching; the 'grip to grasp' theoretical basis of a land lab.

575 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, last name of contact for lead applicant: Todd Cramer, Executive Director of Teaching & Learning
Organizational name of lead applicant: Bowling Green City Schools
Unique Identifier (RN/Fed Tax ID): 403638
Address of lead applicant: 137 Clough Street
Phone Number of lead applicant: 419-352-3576
Email Address of lead applicant: tcramer@bgcs.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, last name of contact for secondary applicant: Todd Cramer, Executive Director of Teaching & Learning
Organizational name of secondary applicant: Bowling Green City Schools
Unique Identifier (RN/Fed Tax ID): 403638
Address of secondary applicant: 137 Clough Street
Phone number of secondary applicant: 419-352-3576
Email address of secondary applicant: tcramer@bgcs.k12.oh.us

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Bowling Green Parks & Rec: Chris Gajewicz, Natural Resources Coordinator Cinda Stutzman, Natural Resources Specialist
Phone: 419-353-0301 Email: cga@bgcs.k12.oh.us

Vincent Snyder, Site Coordinator
Community Learning Centers
1686 N. Research Drive Bowling Green, OH 43402
Phone: 419-575-2929
Email: vsnyder@wosc.org

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

Upload Grant Application Attachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Project Manager: Todd Cramer, Executive Director of Teaching & Learning
Most likely a member of the Wood County Master Gardener Club Site Manager: Todd Cramer, Executive Director of Teaching & Learning
Most likely a member of the Wood County Master Gardener Club Bowling Green Parks & Rec: Employment responsibilities include assistance with this type of project; employees provide educational activities to students in our schools on a continual basis; years of experience and specific expertise in outdoor parks; native landscaping; educational programs including but not limited to: Cinda Stutzman - prairie; coordinator of student learning activities during the construction and hereafter; Chris Gajewicz - overall project and purchasing expertise; experience with contractors; layout and design; native plants; oversees Simpson Garden Park and Wintergarden Park in BG Wood County Master Gardener 2014 Annual Project design and construction of the sensory garden as their annual project; experience with a community park; experience with an annual project of significant proportion
Wood County Master Gardeners - completion of the vegetable garden; gardening is their area of expertise Master Gardener Certification Program - required 50 hours of initial volunteer work (approx 20 members); on-site training by Master Gardeners Master Gardener Continued Certification Program - required 20 hours per year after initial certification (countless number of members)
Community Learning Center: Children and adults who operate and attend a summer day care program; will provide basic maintenance including weed control and watering Student volunteers: BG FFA: Key Club - construction of wood seating; bird/bat houses/eaters; Eagle Scout Projects TBD Melanie Garbig: Melanie has been a strong leader and advocate for the land lab during 2012. She will continue to meet with teachers; BG Parks & Rec; Coordinate schedules for classes to be in the land lab; Communicate with all partners; Continue to advocate and encourage instructional activities Principal Crim Elementary Teachers: Crim teachers have spent the past year discussing the options for a land lab; they have studied the Common Core Standards and discussed lesson plans; teachers will continue these activities and design lessons that meet learning standards; collaborate instructional activities with the BG Parks & Rec Education Naturalist Chuck Martin, Director of Building & Grounds: Chuck will stay abreast of construction activities and serve as a liaison between Project Site Manager and the building & grounds crew; Chuck will also oversee the acquisition of permits and enough play and formally through instruction guided by classroom teachers, Natural Resource Specialists, and certified Master Gardeners: The land lab will include: Walking track? Sensory garden; solar-powered fountain; pinwheels; chimes? Vegetable garden? Prairie for wildlife? Globe station? Class seating from log pieces? Kiosk information; display of student work; items such as nuts, leaves,

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the project proposal aim to achieve? - (Check all that apply)

- [ ] Student achievement
- [ ] Spreading reductions in the five-year fiscal forecast
- [ ] Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one):

- [ ] New - never before implemented
- [ ] Existing and researched-based - never implemented in your district or community but proven successful in other educational environments
- [ ] Mixed Concept - incorporates new and existing elements
- [ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

This project will transform the grounds of Crim Elementary into a handicap accessible land lab. This land lab will provide hands-on learning experiences. The land lab will provide all students, including special needs preschool; students with significant developmental disabilities; and students attending a summer day-care program, the opportunity to interact with the environment in an informal manner through play and formally through instruction guided by classroom teachers, Natural Resource Specialists, and certified Master Gardeners. The land lab will include: Walking track? Sensory garden; solar-powered fountain; pinwheels; chimes? Vegetable garden? Prairie for wildlife? Globe station? Class seating from log pieces? Kiosk information; display of student work; items such as nuts, leaves,

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Students will make gains in academic achievement through total immersion in the construction of the land lab as well as continued utilization of the land lab to:

Students assist with maintenance, including watering. Students bring parents and siblings to the land lab BG Parks & Rec; Wood County Master Gardeners January - September 2014 participate on the Land Lab Team? provide on-site guidance of construction? lead the construction of the prairie? lead the construction of the vegetable garden? lead the construction of the sensory garden? provide professional development to teachers-March-May 2014? provide on-site assistance with student activities

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

D) IMPLEMENTATION - Timing, communication, and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for this successful implementation of the project. In each explanation, be sure to briefly describe the largest barriers that could derail your conception of timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the documentation/application as the education was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Specific amount of new/recurring costs (annual cost after project is implemented)

15. What new/recurring costs of your innovative project are anticipated? If there are no new/recurring costs, please explain why.

16. Are there expected savings that may result from the implementation of the innovative project?

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

There are no expected changes to the five-year forecast resulting from implementation of this project.

14. What is the total cost for implementing the innovative project?

144,579.60 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc).

* Specific amount of new/recurring costs (annual cost after project is implemented)

Following the initial construction and purchase of materials and supplies, there will be no impact on overall budget. The grounds at Crim Elementary are currently maintained by the District Building & Grounds crew; annual appropriations for these employees are included in the five-year forecast. Volunteers will maintain the grounds following initial construction. These volunteers include the Wood County Master Gardeners (20-50 volunteer hours per gardener are required); Master Gardeners in neighboring counties often complete their volunteer requirements in Wood County due to a lack of gardens in their home counties; student groups within Bowling Green City Schools will volunteer to meet course requirements; the PTO will volunteer as well (all PTOs in the district currently maintain at least a portion of the landscape in each building). The nature of an educational landscape/land lab that maintenance becomes less as the vegetation becomes established. Any vegetation that needs to be replaced will be funded through the existing Crim Elementary supply budget.

* Narrative explanation/rationale: Provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

19. Meeting with all stakeholders held on October 23, 2014. Attendees included BG Parks & Rec; Wood County Master Gardeners; BG P&RC Project Manager; BG’s Project Manager; Wood County Master Gardeners; Town Manager; Master Gardeners; teachers and administrators, Project Manager and Site Manager. The following must occur to fulfill the intended outcome of student achievement: Crim Principal; Director of Building & Grounds.

December to September 2014 Project Manager January 2014? analyze the schematic and technical information that was created by BGSSU ENV/ Studies graduate students? prepare the timeline of the construction project in advance January 2014? hire a highly-skilled and experienced Project Manager? provide office space at Crim Elementary for the Project Manager? create a Land Lab Team (BG Parks & Rec; Master Gardeners; volunteers) to work with the Project Manager? establish regular meetings with the Project Manager? administer the financial aspects of the grant in conjunction with the Treasurer.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Narrative explanation/rationale: Provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

There are no expected changes to the five-year forecast resulting from implementation of this project.

* Specific amount of new/recurring costs (annual cost after project is implemented)

Any vegetation that needs to be replaced will be funded through the existing Crim Elementary supply budget.

14: A team of Crim teachers met periodically throughout the year to discuss the incorporation of Common Core standards into the land lab.

13: Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

* Specific amount of new/recurring costs (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

Following the initial construction and purchase of materials and supplies, there will be no impact on overall budget. The grounds at Crim Elementary are currently maintained by the District Building & Grounds crew; annual appropriations for these employees are included in the five-year forecast. Volunteers will maintain the grounds following initial construction. These volunteers include the Wood County Master Gardeners (20-50 volunteer hours per gardener are required); Master Gardeners in neighboring counties often complete their volunteer requirements in Wood County due to a lack of gardens in their home counties; student groups within Bowling Green City Schools will volunteer to meet course requirements; the PTO will volunteer as well (all PTOs in the district currently maintain at least a portion of the landscape in each building). The nature of an educational landscape/land lab that maintenance becomes less as the vegetation becomes established. Any vegetation that needs to be replaced will be funded through the existing Crim Elementary supply budget.

* Narrative explanation/rationale: Provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

15. What new/recurring costs of your innovative project are anticipated? If there are no new/recurring costs, please explain why.

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

There are no expected savings.

16. Are there expected savings that may result from the implementation of the innovative project?

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

There are no expected savings.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

* Specific amount of new/recurring costs (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The land lab is sustainable beyond the grant term as the grant will provide the start-up funds necessary to transform a typical school grounds into an interactive land lab. The expense of a land lab is in construction and building principal must sustain their interest in hands-on learning. Teachers at Crim Elementary have been meeting and discussing the instructional/learning options available with a land lab since 2012. There is also a history of our teachers working in collaboration with the Naturalists from BG Parks & Rec. In addition, there is a high level of learning that takes place in a land lab during informal use. This would include students interacting with the land lab at recess; families in the evenings and on weekends. The community of BG has a long history of private funding and maintenance of parks. This is especially true of the Simpson Garden & Park on the opposite side of town from Crim Elementary. There is enthusiasm for a land lab and no reason to question the commitment of the community to assist in sustaining the benefits of the land lab well into the future.

Solution: prioritize flexibility for planting in the schedule; use the contacts of the volunteers. Continue site work. Continue planting-Crim students/volunteers. Determine schedule and process for distribution of vegetables to Crim students and families. Barriers: Weather; Plants don't grow; lack of volunteers; Solution: Gather experts; Crim students; analyze why plants didn't grow; make changes for future planting. June 2014: Implement summer maintenance plan. Volunteers, Crim students, continue planting; Harvest vegetables-Crim students/volunteers. Distribute vegetables-Crim students/volunteers; Austin-vegetable gardens students/volunteers. August 2014: Difficulty finding volunteers; Solution: Gather experts; Crim students; analyze why plants didn't grow; make changes for future planting; solicit community volunteers July 2014: Implement summer maintenance plan? Harvest vegetables-Crim students/volunteers- Distribute vegetables-Crim students/volunteers; Austin-vegetable gardens students/volunteers. September 2014: Crim students/volunteers; Create maintenance plan for winter months? Teachers begin holding classes in the land lab? Develop plan to winterize vegetable garden. Barriers: weather; plants don't grow; difficulty finding volunteers. Solution: Gather experts; Crim students; analyze why plants didn't grow; make changes for future planting; solicit community volunteers September 2014: Winterize vegetable gardens? Review process from summer? Review and revise plans for 2015? Determine any plant replacement needs? Create annual plan for continued collaboration with partners? Create annual plan for continued maintenance; Barriers: Initial enthusiasm dwindles? Solution: Share information about the land lab with community; partner with the Master Gardener Program, Jay Pyle (2002). Continue site work. Establish plan for summer maintenance. July 2014: Continue maintenance the land lab. Teachers collaborate, critique lessons, plan for continued lessons in the land lab. Teachers create lessons to utilize the land lab in the winter December 2014-beyond: Repeat process.

Summative evaluation (MM/DD/YYYY): 1/14/14-3/30/14

* Narrative explanation

The evaluation of student achievement is ongoing through the various construction of the land lab and continues throughout each student's experience at Crim Elementary. The evaluation of the success of the project includes: Comparison of students success. An expected timeline? Informal evaluation through observation of students interacting with the newly created environment. Frequency with which students are engaged in project-based learning. Formal evaluation through assessment of project-based activities. Analysis of student growth on state assessments (value-added) with emphasis on science. Analysis of student performance on teacher-designed assessments. Achievement growth between pre-and post-tests.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

21. Is this project able to be replicated in other districts in Ohio?

YES

22. If so, how?

The creation of a land lab is possible in every school in Ohio, assuming space is available. The benefits of outdoor education are numerous. A study of ten schools by the National Environmental Education and Training Foundation (2000) found that when schools use the context of local areas and naturalized outdoor education in their instructional practices, academic performance improved in reading, math, science, social studies, and writing. A study of 40 schools in California that used the natural environment as "an integrated context of learning" with hands-on, project-based learning found that student performance improved in standardized test scores, grades, on-task behavior, adaptability of different learning styles and problem solving (Leiberman & Hooey, 1998). Studies by Coffey (2001) and Moore & Cosco (2002) show a reduction in anti-social behavior such as violence, bullying, vandalism, and a drop in absenteeism. Research provides convincing evidence of the significant benefits of environmental education. Findings include: Children with symptoms of ADHD are better able to concentrate after contact with nature (Taylor 2001). Children with views of and contact with nature score higher on tests of concentration and self-discipline. The greener, the better the scores (Wells 2003, Taylor 2002). Children who play regularly in natural environments show more advanced motor fitness, including coordination, balance and agility, and they are sick less often (Grath, et al. 1997; Fyffe 2002). Exposure to natural environments improves children's mental health and decreases stress (Taylor 2002). Nature offers the "loophole of learning" for children with ADHD and helps them deal with adversity. The greater the amount of nature exposure, the greater the benefits (Wells 2003). Play in a diverse natural environment reduces or eliminates bullying (Malone & Tranter 2003). Early experiences with the natural world have been positively linked with the development of imagination and the sense of wonder. Wonder is an important motivator for life-long learning (Wilson 1997).

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Most outdoor space on school campuses has been transformed into playgrounds that resemble asphalt parking lots with manufactured climbing equipment and sports fields. Fewer and fewer children have the opportunity to interact with nature through the exploration of a wooded area; holding meaningful conversations under the canopy of the leaves; watching plants grow; observing the habits of wildlife. Two hundred and ninety-two children have these opportunities in their own back yards. They do not have natural habitats in their back yards and they do not have access to outdoor areas due to safety concerns. Children today have few opportunities for free play and regular contact with the natural world. Pyly (1993) calls this the 'extinction of experience' and considers apathy towards environment concerns a direct result. Today, children do not experience the natural world from their natural world and their experiences are limited within a modern environment. The result is the replacing the real (Pyle 2002). Children are losing the understanding of how different species exist within their surroundings and they are further disconnected from the natural world. Research supports the life-long benefits of connecting children with nature. The academic benefit of environmental education is impressive (see research in Question 20). Additionally, Richmond et al., 2004. P. 5, conclude that "substantial evidence exists to indicate that fieldwork and visits, properly conceived, adequately designed, well presented, and well planned, can make a significant contribution to learning and human experience..." A growing body of literature shows that the natural environment has a lasting impact on the well-being of adults, including psychological well-being, cognitive ability, fewer illnesses. It is also widely accepted that the environment is likely to have a more profound effect on children due to their superior plasticity or vulnerability (Wells 2003) that will remain with these children into adulthood. In summary, there is substantial evidence that institutions of education and adults work substantially by mass and learning occurs with environment and helps the children deal with adversity. Children would regain the opportunity to learn in their unique experiential way through the exploration and discovery made available in an educational landscape.

24. What are the specific benchmarks to the goals identified in question 9 that the project aims to achieve in 5 years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Student Achievement: Short and Long Term Benchmarks. 2 Functional Math-calculating the number of plants needed for the prairie; vegetable gardens; flora 2 Functional Science-determining plant-life appropriate for the climate; determining plant-life native to OH 2 Functional Social Studies: meeting with teams of students and teams of adult to plan land lab; developing a curriculum and a lesson plan for teaching and learning to develop and help with the environment and cultures of the land lab. Creating a safe and healthy learning environment for children and adults. Developing an understanding of gardening techniques Long Term Benchmarks: Formative Assessment: teacher observation of student capability to apply functional skills; math assessment involving the skills of area; division; measurement. Analysis of understanding of communication with others through a teaching assessment. Summative Assessment: performance on state assessments. Value added score for math and reading. Comparison of 3rd grade reading achievement in the fall versus the spring administration.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the performance measures and outcomes and the systems in place to track the program's progress.)
The evaluation of the success of the project includes:

- Completion of the project according to the proposed timeline
- Informal evaluation through observation of students interacting with the newly created environment
- Frequency with which students are engaged in project-based learning
- Formal evaluation through assessment of project-based activities
- Analysis of student growth on state assessments (value-added) with an emphasis on science

More specifically:

- Student Achievement will be evaluated according to:
  - Functional Math: calculating the number of plants needed for the prairie; vegetable gardens; flora
  - Functional Science: determining plant life appropriate for the climate; determining plant life native to NW Ohio
  - Functional Social Studies: meeting with teams of students and teams of adults to plan land lab; developing an understanding of community; understanding gardening techniques

Assessment: performance on state assessments value-added score for math and reading comparison of 3rd grade reading achievement test in the fall as opposed to the spring administration.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept

Dr. Ann McVey
Superintendent
Bowling Green City Schools
419-352-3576
amcvey@bgcs.k12.oh.us
October 24, 2013