

Budget

Norwayne Local (050567) - Wayne County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (58)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

| Purpose Code | Object Code | Salaries 100 | Retirement Fringe Benefits 200 | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total |
|----------------------------|-------------|--------------|--------------------------------|------------------------|--------------|--------------------|-----------|-------------|
| Instruction | | 27,000.00 | 9,960.72 | 8,000.00 | 0.00 | 63,360.00 | 0.00 | 108,320.72 |
| Support Services | | 0.00 | 0.00 | 0.00 | 0.00 | 41,440.00 | 0.00 | 41,440.00 |
| Governance/Admin | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Prof Development | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Family/Community | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Safety | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Facilities | | 0.00 | 0.00 | 19,000.00 | 0.00 | 201,807.25 | 0.00 | 220,807.25 |
| Transportation | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total | | 27,000.00 | 9,960.72 | 27,000.00 | 0.00 | 306,607.25 | 0.00 | 370,567.97 |
| Adjusted Allocation | | | | | | | | 0.00 |
| Remaining | | | | | | | | -370,567.97 |

Application

Norwayne Local (050567) - Wayne County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (58)

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:Norwayne Local Schools Reduction of Fiscal Year and Student Achievement Project

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.

Norwayne Local Schools will decrease their five-year financial forecast by performing energy-saving projects and by adding the Apex Learning Dropout Prevention and Recovery Program to increase graduation rate. The online credit recovery program will encourage students to remain in school in a modified educational setting. The district will also implement the Apex Learning Exceptional Educators Program. This educational component will engage gifted students, in both the middle and high school, with a rigorous curriculum. In addition to the online programs, the district will purchase three new computer carts (30 laptops each) to allow additional technology use in classrooms. Students will be able to access the Educational Energy Conservation Dashboard that will ultimately change the mindset, encourage conservation and lower utility bills through education.

1500 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Robert (Bob) Rinehart

Organizational name of lead applicant: Norwayne Local Schools

Unique Identifier (IRN/Fed Tax ID): 050567

Address of lead applicant: 161 S Main Street, Creston, Ohio 44217

Phone Number of lead applicant: 330-435-6382

Email Address of lead applicant: nrcn_rinehar@tccsa.net

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Doug Zimmerly

Organizational name of secondary applicant: Norwayne Local Schools

Unique Identifier (IRN/Fed Tax ID): 050567

Address of secondary applicant: 350 S Main Street, Creston, Ohio 44217

Phone number of secondary applicant: 330-435-6384

Email address of secondary applicant: drzimmerl@gmail.com

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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Jill Owed Palmer Conservation Consulting 2305 East Aurora Road Twinsburg, Ohio 44087 419-930-7559 jowed@palmerc2.com

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.

[UploadGrantApplicationAttachment.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.

The team that will be implementing this project is made up of Norwayne Local Schools Staff - Treasurer/Business Manager: Bob Rinehart and High School Principal: Doug Zimmerly. The innovative project will be implemented by Palmer Conservation Consulting, Energy Consultant: Jill Owed. Palmer Conservation has experience in control integration and applying for/project managing capital improvement projects such as House Bill 264. Palmer Conservation Consulting also acts as the energy consultant for several school districts and government entities throughout the state of Ohio.

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

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

- Student achievement
- Spending 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 school 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.

There are several components of this project that will ultimately reduce the five-year fiscal forecast, improve student achievement and utilize resources in the classroom. The project will center on an Educational Energy Conservation Dashboard. The Educational Energy Conservation Dashboard will provide the real-time collection of utility data and will be displayed on a kiosk that is visible upon entering the building. This building dashboard will be accessible by teachers, students and staff and will be utilized in the classroom for energy saving and sustainability. This data can be used in Math for data analysis and graphing as well as in Science courses to analyze energy usage and to brainstorm the ways in which energy can be saved throughout the building. Norwayne will also participate in local and regional competitions, in which energy savings are collected and compared with other schools/districts. This feature encourages students to get involved with the environment and have environmental awareness. In addition to increasing student achievement and providing resources in the classroom, the dashboard's real-time data will bring awareness and ultimately reduce the utility (electric, natural gas, water) bills throughout the Norwayne Local School District. Norwayne will also add three computer carts with 30 computers each for use by teachers/students in the K-5 building. This will increase student achievement and aide in the technology component of the new Common Core Standards. Norwayne Local Schools will also increase student achievement by implementing the web-based Apex Learning Programs, Dropout Prevention and Recovery (high school) and Exceptional Learners (high school and middle school). This program will increase student achievement and keep students within the district. The goal behind the implementation of the Dropout Prevention Program is to encourage students to complete high school. The program will give students the opportunity to participate in educational classes required to graduate, in the morning, and to actively engage in the work-field for the second half of the day. The Exceptional Learners Program will take place the second half of the day, giving gifted students the opportunity to take higher-level courses. Norwayne Local Schools will recommission the current high school building automation system to ensure that fundamental HVAC building systems are calibrated and operating as specified to deliver functional and efficient performance, as per original specifications. This upgrade will result in improvements in energy efficiency, occupant comfort and indoor air quality and will ultimately reduce the overall electric bill as well as yearly monitoring fees. The district will use the grant to upgrade gym lighting in both the middle school and elementary as well as exterior parking lot lighting and wall packs for both buildings. This will reduce spending significantly.

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.

Student Achievement: This project will increase student achievement by using real-life data and experience to identify with energy conservation and gain a higher-level understanding of how the world works. The district will significantly increase student achievement by adding a Dropout Prevention and Credit Recovery Program for struggling high school students. This gives the district the opportunity to keep

students in school and students the opportunity to earn their high school diploma while holding a weekday job. By implementing the Exceptional Learners Program for high school and middle school students, the program will increase student achievement and ultimately raise test scores such as the ACT, SAT and AP Exams. By adding additional computers to the elementary building, teachers will be able to incorporate technology into their daily curriculum and each student will benefit by gaining hands-on experience with research, data analysis (Dashboard) and real-life experiences. Spending reductions in the five-year fiscal forecast: All components of this project will fulfill this goal by reducing the five-year fiscal forecast. The Educational Energy Conservation Dashboard will raise student, teacher and staff awareness of utility usage and will provide opportunities for competitions that will lower overall usage. The awareness will not be limited to the competitions, but will carry on when competitions are not in effect because that awareness will be heightened. By implementing the Dropout Prevention Program, the district will gain federal funding for those students who remain in district (approximately \$44,000 annually). By integrating the high school with Tridium and keeping all equipment on a set schedule, the district will reduce their current monthly energy bill. The replacement of gym lighting and exterior lighting will reduce the overall cost of electricity in the district. Utilization of a greater share of resources in the classroom: By adding the Educational Energy Conservation Dashboard, teachers will have access to local and regional competitions regarding the sustainability of energy. Students will be able to use classroom computer carts (three carts/thirty computers each) to experience and analyze real-time utility data. This will bring awareness to the world around them and give them real-life experience with energy conservation. Students in the Apex Learning Programs will have the opportunity to work in a small-group environment that encourages the success of each student using an on-line computer program for credit recovery or advanced courses.

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.

a. \$370,567.97 b. Uploaded as Excel Document "2013 Financial-Impact-Norwayne"

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

370,567.97 * 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, RttT 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).

Please see attached PDF "Norwayne Cost Breaksown for Narrative".

15. What **new/recurring costs** of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

42,041.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: 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.). If there are no new/recurring costs, please explain why.

Following the expiration of the grant, the district will be responsible for the upkeep of technology throughout the district. The computers will have to be updated and maintained, however this cost will be supplemented through the savings brought on by the lighting retrofit and the Apex Dropout Prevention and Recovery Program, which has been designed to keep students in-district. Because the electric bill will be reduced by a minimum of \$8,000.00/year and the computers will have been supplemented by the Straight A Fund, the district can allocate the funding from those programs/bills to upkeep of technology throughout the district. The district will also be responsible for hiring a tutor to monitor the Apex Learning Programs. These costs will total approximately \$36,961/year, this includes salary and benefits. The Apex Learning Program will be purchased yearly, totaling \$4,000/year. This guarantees the district 25 seats that can be transferred between students. The Educational Energy Conservation Dashboard that serves as both an educational component and an energy-saving component will cost the district \$3,240, every three years, for a software license renewal.

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

53,200.00 * 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.)

The expected savings that will result from the project are gas, electric and water from the Educational Energy Conservation Dashboard that will be implemented to bring awareness of the cost of these utilities. The competitions will significantly reduce electric, gas and water bills throughout the district. By using outside (Straight A) funds for a lighting retrofit, the district will be able to save approximately \$8,000/year on electric in which funds can be used to bring resources into the classroom. The controls project at the high school will also save the district annually, bringing these funds back into the classroom as well. The final component, the Apex Learning Program, will prevent the district from providing funds to outside sources such as online and charter schools. (approximately \$44,000 per year).

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.

The Educational Energy Conservation Dashboard, controls and lighting portions of the project are self-sustaining because they will generate overall savings in the district's utility bills and provide continuous education to students through competitions, math and science lessons and overall awareness of utility usage. The dollars saved by reducing utilities will ultimately fund maintenance on computers. The computers carts are sustainable because the school district must provide technology for students to take achievement tests in the year 2015. By purchasing computers using the Straight A Fund, the school will be able to allocate funds elsewhere, adding additional resources and technology programs to classrooms. The Apex Learning Programs (Dropout Prevention and Recovery and Exceptional Learners) are sustainable because students will continue to be a part of the Norwayne Local School District; rather than a GED Program, Online Schooling Program or Charter School. The district will receive funding for each student and will not be required to transfer expenditures to charter schools or online programs.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or 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 communication that occurred as the application 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.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/01/2014

* Narrative explanation

All components of the project have been planned and are ready to be implemented upon approval of the Straight A Fund Grant monies. Lighting and control recommendation have been made and proposals have been issued. Research has been completed on computer pricing and computers are ready to order. The Educational Energy Conservation Dashboard proposal has been made and the Apex Learning Programs are ready to be purchased and implemented for the second half of the year.

Implement (MM/DD/YYYY): 01/15/2014 - 06/30/2014

* Narrative explanation

There are several components of this project. The Dashboard, Tridium Platform and Credit Recovery/Exceptional Learners Program will begin right away as well as the purchasing of laptops for carts/computer lab. The lighting project will go out to bid and cannot be implemented until summer break (June/July 2014).

Summative evaluation (MM/DD/YYYY): 07/01/2014

* Narrative explanation

All projects will be implemented by July 1, 2014. With the exception of lighting, all educational components will be ready for use for the second half of the year (January 15, 2014). The lighting must be completed after students have been dismissed for summer vacation. The project will begin following the end of the school year and will be on track to be completed by July 1, 2014.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The Educational Energy Conservation Dashboard will project significant changes to behaviors and instructional practices within each building. The Dashboard will provide students, staff and teachers with an overall view of utility usage. Students will be able to use the program for data analysis and energy conservation/renewable energy lessons. The Dashboard will also allow district to monitor real-time data and usage. The Apex Dropout Prevention and Recovery Program will change instruction by keeping at-risk students in school and introducing them to the work-force. Students will have the opportunity to

work toward their degree in a non-traditional classroom using computers and an online program. This program will be completed in the morning and students will go to work in the afternoon. The Apex Exceptional Learners Program will provide advanced courses for students who require a more rigorous curriculum. This will give students an opportunity to use an online program for the advancement of their education. The Tridium Controls and the lighting project will change organizational practices within the institution. Currently, the building temperature is uncomfortable/inconsistent and expensive to run (approximately \$12,000/month). By upgrading the controls, the district will have a full BAS Control System that will be monitored by custodial staff and the business manager. The change in controls will ultimately save the district between 5-10% monthly on electricity bills.

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

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Student Achievement The Apex Learning Dropout Prevention and Recovery Program as well as the Exceptional Learners Program have been researched and proven to make a lasting difference in the high school/middle school environment. The Dropout Prevention Program has been proven to keep at-risk students in school and raise student graduation rates. The Exceptional Learners program is an engaging program that meets a diverse range of needs for each student. This rigorous program is designed to challenge and engage the minds of students who will reach success with a higher-level curriculum. This program will keep students engaged and educated at an accelerated pace. The Educational Environment Dashboard has been successfully used over the years on college and university campuses. The program is now being used in the K-12 environment to increase student knowledge of environmental factors and energy conservation measures such as saving water and reducing electricity and gas. The program also explores renewable resources and gives students real-life data and examples of day to day operations within their school and community. Spending Reduction in the Five-Year Fiscal Forecast The lighting projects (interior and exterior) will reduce the five-year fiscal forecast. Lighting calculations have been performed, showing that the energy savings, per year, will be \$8,918.88. The savings for the project will enable the district to additional energy savings projects, or allocate the funds to educational resources. The controls project will ensure that fundamental HVAC building systems are calibrated and operating as specified to deliver functional and efficient performance, as per original specifications. This upgrade will result in improvements in energy efficiency, occupant comfort and indoor air quality and will ultimately reduce the overall electric bill as well as yearly monitoring fees. The Apex Learning Dropout Prevention and Recovery Program will allow the district to receive funding for those students who stay in district and not be required to transfer expenditures to charter schools or online programs (approximately \$44,000 annually). Resources in the Classroom The Educational Energy Conservation Dashboard will provide additional technology for classrooms. The Dashboard will bring energy conservation resources that align with Common Core Standards. The real-time data collection will bring real-life opportunities for graphing and data analysis to Math and Science classrooms. Sample lessons and case studies are attached. The computer carts will allow multiple classrooms within the building to meet the technology standards as well as provide as resources for taking standardized tests in the year 2015. The computers will also be utilized to provide real-world experiences through research and implementing technology into the model curriculum. This will increase student achievement and worldly awareness.

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

Yes

No

22. If so, how?

There are several components of this project, but all can be implemented in districts throughout Ohio. The Educational Energy Conservation Dashboard will provide educational components as well as energy saving opportunities for districts. There is an opportunity to turn energy savings into classroom resources through energy competitions and conservation awareness. These savings can be identified on a kiosk, displayed for everyone to see. Lighting projects are key in reducing electric costs and generating savings. The money saved can be used to support additional projects necessary throughout the district. The computer carts will allow students to explore technology and provide a source for taking standardized tests starting 2015. The largest impact will be the Apex Learning Program. This program is designed to lower the dropout rate in schools. The program can be replicated in other districts and will ultimately keep at-risk students in school. The gifted program is designed to challenge students who are accelerated learners.

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

The first goal of the project is to bring environmental awareness to students through technology and engaging classroom experiences. This will bring substantial value and lasting impact to students, teachers and staff by introducing real-life experiences and encouraging students to be part of something "bigger". The Dashboard is designed to bring awareness and educate students. The second goal of the project is to lower the dropout rate. The Apex Learning Program will allow the district to reach out to students who are at-risk by providing them with an alternate tool for learning. This brings substantial value by lowering the dropout rate and lasting impact to students who graduate and stay on track. The district will receive funding for students and have the ability to keep the program funded. The third goal is to bring technology into the classroom. This brings substantial value to the district because technology is where the world is going. Students will meet the technology standards and explore real-life information and current events. The fourth goal is to lower the five-year financial forecast. By completing the lighting projects, the district will see a significant difference in energy savings and will save approximately \$8,920 annually. This provides substantial value and a lasting impact by lowering the carbon footprint of the district and lowering their energy bills.

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

The project will increase student achievement through technology, using the Educational Energy Conservation Dashboard and the added technology through computer carts for the elementary school. The district will lower the dropout rate over the next five years by implementing the Apex Learning Dropout Prevention and Recovery Program. The Apex Learning Exceptional Learners Program will increase student achievement by providing a rigorous curriculum for gifted students in high school and middle school. The progress will be evident through student achievement and increased test scores. The project will decrease overall utility usage and costs by using the real-time data on the Dashboard to monitor day to day usage, ultimately using less electricity, water and natural gas. This will be benchmarked on the dashboard and easily read by all necessary parties. The savings from the lighting project will be easily benchmarked through the dashboard, as well. The district will collect baseline data throughout the Spring, and be able to document savings based on real-time data, following the implementation of the project over the summer. There are no components of the project that will not be easily benchmarked.

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 formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The Educational Energy Conservation Dashboard will provide real-time measurement and verification of utility usage for Facility Director, and can be used as an educational resource within the classroom. Included in the Dashboard is an application of real-time data collection. The Facility Director, building maintenance will have the ability to control building usage from a mechanical standpoint. This will be measured by analysis of utility usage and monthly bills. The success and energy savings of the lighting project and controls project will be evident through this program. The Educational Energy Conservation Dashboard was recently implemented through the Green Schools Alliance (<http://www.greencupchallenge.net/energy.html>), where over 300 K-12 schools from across the US and around the world, as well as numerous colleges and universities such as The Ohio State University and Oberlin College have competed in energy saving competitions. Each building will compete in two, four-week energy competitions that will educate, encourage and bring awareness to the reduction of utility usage. The progress will be measured short term through the collection of baseline data and the first year's competitions. Long term, the project will be measured based on the continued reduction of utility usage and savings. The program will be monitored and evaluated before, during and after competitions. The program will be modified and other methods of implementation will be reviewed with the curriculum director and the facility director to ensure that there are continued savings and active participation. The Apex Learning Programs will be measured based on the success of student achievement. In offering the Dropout Prevention and Recovery Program, Norwayne Local Schools has set the goal to raise the graduation rate from 91.9% to 96.5% over the next five years. The success of the Exceptional Learners Program will be measured through student achievement and test scores. The goal of the program is to challenge higher-level students by providing a rigorous curriculum. The programs will be evaluated day to day and will contain student progress reports throughout each session. This will allow teacher and district to see the effects of the programs for each student. Modifications will be made (additional tutoring, time allowances, etc) based on student success. The teacher and curriculum director will make necessary changes to the programs to ensure student success. Technology is a key component in education today. Per the State of Ohio, technology must be integrated into the model curriculum. Through the use of additional technology in the elementary, teachers will heighten student awareness of current events and students can actively participate in STEM projects and lessons. Students will also learn how to word process and research material. Students will have the ability to monitor the Educational Energy Conservation Dashboard, set as the home screen on each computer. Student success can be measured through formal and informal assessments. Lessons can constantly be modified and reinvented in order to meet the needs of each student.

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 Jill Owed Energy Consultant Palmer Conservation Consulting 10/24/2013