### Budget

#### Parkway Local (048579) - Mercer County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (280)

#### U.S.A.S. Fund #:

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

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| Adjusted Allocation | 0.00 |
| Remaining           | -555,125.00 |
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: Developing sustainability training through the use of hydroponics in a greenhouse environment

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.

3. Lead applicant primary contact: - Please provide the following information:
   - First Name, Last Name of contact for lead applicant: Gregory Puthoff
   - Organizational name of lead applicant: Parkway Local Schools
   - Unique Identifier (IRN/Fed Tax ID): 048579
   - Address of lead applicant: 400 Buckeye Street Rockford, Ohio 45882
   - Phone Number of lead applicant: 419-363-3045 ext 701
   - Email Address of lead applicant: puthogg@parkwayschools.org

4. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of secondary applicant: N/A
   - Organizational name of secondary applicant: N/A
   - Unique Identifier (IRN/Fed Tax ID): N/A
   - Address of secondary applicant: N/A
   - Phone number of secondary applicant: N/A
   - Email address of secondary applicant: N/A

5. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Menton 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.

6. 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.

7. 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.

8. Identify the primary contact and anyone else in the project team who should be contacted for additional information.

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

9. Which of the stated Straight A Fund goals does the project 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.

The planned outcomes will be that students will develop the use of the scientific method and experimental controls to increase their understanding and retention of math and science principles. The hands on project will have the students writing a hypothesis and research questions for the project. Using this method will allow students to develop their control and experimental group and conduct a quality, guided, research project. The project will then have a written portion that will use the Parkway writing system currently in place to develop the essay. This project will help increase student scores on the Ohio Graduation Test as it will give students a chance to learn how to collect and interpret data, develop their writing skills, and understand how to make and read charts and graphs, all areas that were deficient in the previous testing categories. Students will engage in Discovery-Based learning as they will be participating in real life projects. The items they produce will be real plants bearing rea fruit. The food produced will meet the same health and nutrition guidelines as food produced for the school lunch program. The food produced during this Discovery project would then be used in the school cafeteria.

Finally, students will be engaged in Problem-Based Learning. The students will be able to conduct their experiment and developing a report of their findings. Developing their report, the students will also determine areas where the project could be improved. The improvement part of the project will be where student can focus on problems with the project. Students will learn how to develop a problem statement and leave a legacy for future students to follow. The students and teacher will be engaged in this project for an eighteen week period. The students will learn about the life cycle of a tomato plant,
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.

The project will meet the goal of student achievement by bringing a real world hands on experience to the students. Studies show that the more real world application a student has with learning, the greater the probability that they will retain the information. According to the January 30, 2009 article in Education week by Katie Ash, students that have hands on experience with education have a deeper understanding because they have an exponential connection with the data and resources being presented. The greenhouse will be a tool to connect the student in the real world application with connecting Math, Science, and Language Arts. Teachers will conduct lessons created to strengthen Science skills in plant biology, data collected will be used to aid in math lessons such as fractions, tables, charts, graphs, and measurement. Finally, Language Arts lessons developed around writing the final lab results. Each of the lessons will be correlated to an aspect of the OAA, OGT, or ACT as appropriate for the grade level. These Assessments will also align to Common Core and applicable State Standards. This project will also allow for sharing of greater resources. Parkway Local Schools is a PreK - 12 school district that is located in a single campus. The design of the building is such that students in the lower grades will have access to the greenhouse without having to leave the cover of the building. Training will be provided for the teachers to develop age appropriate lessons for the greenhouse as well as how to use the equipment within the structure. The training will be designed so that every teacher in the district will be able to use the equipment needed for their students, for example a math teacher will want to have access to computer equipment in the greenhouse to see temperature, humidity, and light readings for the greenhouse. Once a grade level is trained on the equipment the vocational Agriculture group will have workers assigned to the greenhouse to aid the teacher in conducting any experiment or growing a product. Finally, the project allows Parkway Local Schools to offer the greenhouse products for sale to local companies. Partnerships are being created with local greenhouses AAA Greenhouse for purchase of starter items such as soil, seeds, and starter plants. AAA will also be contracted as a consultant in the production of goods for sale to the public. Parkway will use the profit from sales to fund the greenhouse items needed. Rainfield collection tanks will be installed under the greenhouse with pumps to allow natural rainfall to be collected and used in watering all plants in the greenhouse. The use of rainwater will help in the natural growth cycle as well as save the district money on water usage. The greenhouse will be powered from solar panels attached to the roof of the existing Vo Ag shop. These solar panels will be designed to fully power the greenhouse without the need for additional electrical service needed from the district. Allowing this greenhouse to be 100% fully self supportive. The total savings from the project over 5 years may not be evident on the bottom line, but the development of the greenhouse will not add additional expenses to the district. Future revenue of the greenhouse will be from items sold from the greenhouse to partners in the community as well as the school lunch program savings. Overall, this project will be a benefit to the community, to the school, and to the students of Parkway Local Schools.

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 the financial documents in what is 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.

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

555,125.00 * 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.).

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. - See narrative explanation.

3,000.00 * 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.

We estimate that $3000 will be recurring costs for Parkway Local Schools. This is figured by following: Soil costs: 100 bags at $3 per bag totaling $300 Seeds: Budgeting $1200 for all costs (300 packets $4 each) Starters: Budgeting $500 for starters (60 per bag at $8 per bag) The assumption for Parkway District would be to sell enough products every year to cover these recurring costs, however these items will have to be accounted for as additional costs.

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

6,000.00 * 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 Parkway Cafeteria Program will offer fresh fruits and vegetables that are grown in the Green House from the Parkway Local Schools. School Cafeteria Program, by law, have an independent financial account separate from the school districts. Schools accounting of the school district will not fund the cafeteria. Barry's Market, a local grocery store will purchase from the Parkway Local Schools quoted a system that would add web based management to the existing system as well as additional cameras. The web based system has two functions, 1. To allow administration to have quick access to see events in the greenhouse, archive recordings, export recordings to send to authorities or use in prosecution, and to verify the overall safe use of the facility. 2. The system can connect to existing network servers and allow streaming video to the current web server. This will allow one camera to be focused on a particular plant, row of plants, or overall in the greenhouse. Streaming the video will be a great way to collect data, share the greenhouse experience with the community, or create time-lapse photography of a student's plant. The security system will be beneficial not only to the school, but to the community. Community outreach is a major part of the success of Parkway Local Schools, and this web based system will allow the community to see the greenhouse in operation. 600 Capital Outlay Facilities $88,000 - Quote for Foundation from Garmann Miller 40' by 50' $300,000 - Quote for Structure, lighting, fans, sprinkler system; from Garmann Miller 40' by 50' greenhouse structure $60,000 - Solar Panel System Quote from Garmann Miller $42,000 - Rainwater retention system and pumps Quote from Garmann Miller The greenhouse is being contracted with architect Garmann Miller, the same architects that designed and constructed the current building. This company was chosen because of their existing knowledge of the building. The system will be designed to ensure that the greenhouse matches the current structure to make it match the building and not an eyesore. Other Reasons to choose Garmann Miller was the greenhouses are built using the electrical system for the existing solar panels. Transport $3500 is budgeted for the purchase of a 12' single axle trailer. This trailer will be used to haul plants and product for sale to vendors. Aaron Fent suggested an enclosed trailer to haul ferns and fruit because most retailers need to know that the product was cared for in the delivery. The trailer will be used for hauling bags of soil and other maintenance needs within the greenhouse.

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 project is self-sustaining through the sales of products produced in the greenhouse. Example of sales outlets are as follows: Strawberries, tomatoes, lettuce, and green peppers will be sold via the outlet of school cafeteria or local supermarket. Barry's Market was suggested as a product that can be started prior to Winter Break and are a great money maker. Some of the greenhouses in the area suggested they may purchase the product from us to sell in their own outlet. Finally, products such as spring starters can be grown and sold to the community. Breakdown of Budget $3,000 in total costs of product (soil, seeds, and fertilizer) Sales of Goods: Strawberries $4.00 a quart @ 200 quarts for season = $800 Tomatoes $0.50 per tomato @4000 Tomatoes = $2000 Lettuce $0.50 per pound @ 400 pounds for season = $200 Green Peppers $1.50 per pepper @ 2500 peppers = $1,250 Boston Ferns $14 each @ 125 = $1750 Total Sales of Goods $6950

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 how you plan to proactively address 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 engagement 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.)
The committee met to discuss the overall use of the facility, the design needs, the commercial use of the facility, and the responsibility of the upkeep and training. Aaron Fent was called and asked to consult on the project. He agreed and offered to work with teachers and limit students to train them on the best practices in running a greenhouse. Next the committee discussed the use of the greenhouse. Trevelin Conn suggested that biology classes could be used to plant many of the items in the greenhouse and that the unit on plants would allow students to see the entire process work. Students can plant the seeds and then conduct experiments with equipment such as pH of soil, light readings, and fertilizer usage. The Vernier equipment can be used to study this information and conduct the necessary results on the temperature, light, and the percentage of the plants that germinated and resulted in a harvest. The committee then discussed what would be necessary to keep the high school’s production in high quality. Currently Parkway FFA has a partnership with elementary classrooms called the buddy system. The system has high school students walking down to elementary classes and teaching lessons on agriculture related topics. The committee suggested that lessons could be developed by many of the teachers and the buddy system could be used to guide them. The greenhouse’s success will be dependent on how the implementation is going to be done. The teachers need to be involved in the greenhouse with their class. Intermediate school grades 3 and 4 have a specific Science teacher. The committee suggested that they should be shown how to use the greenhouse to facilitate many of the projects that are being done in their part of the building. Finally, the middle school science teachers would be trained on how to use the greenhouse, and they will be able to teach the students how to use the greenhouse. There is a great connection between learning in the field and putting it into practice. Students will have a greater appreciation for where the food they eat comes from. Over the success of the project works because of the equipment being proposed. Weakness: New to district, consulting will need to be paid for help. Limited application for some classes, but greater utilization in others. Cost of the project may be prohibitive without funds from grant or other groups. Additional equipment may be needed for the greenhouse and will need to be budgeted for purchase. Security was an issue, concern was how to protect students in greenhouse. Opportunities: There is an opportunity to partner with local business and have them advertise the products that are produced by students in the community. Community connection with greenhouse via the web. Threats: Security is the major threat. That much glass in the back of the building had some on the committee concerned. Students need to learn how to write lesson plans for the greenhouse. Time to develop curriculum. The threats of the analysis were answered by Mr. Puthoff in the following: Additional security system equipment would be quoted for the greenhouse to help with security. Glass is safety glass and will be safe for students to be in, and does not pose additional threats to the safety of the existing building. The district carries enough insurance to cover the replacement of the building and greenhouse in the event of natural disaster. Finally, there would need to be some money budgeted by the district to pay stipends for teachers that write lesson plans for the greenhouse. All were in agreement that the timeline would need to be established, but the greenhouse would be a successful project.

**Proposal Timeline Dates**
Plan (MM/DD/YYYY): 10/22/2013

**Narrative explanation**

The implementation of the project will take place in the school from November 1 to May 1, 2014. The students will complete all the necessary tasks and activities during this time.

**Narrative explanation**

The greenhouse will be constructed in the following phases:

1. **First Phase (November 1, 2013 - December 1, 2013)**
   - Greenhouse Foundation: The foundation will be laid and the greenhouse will be constructed.
   - Electrical and Plumbing: The electrical and plumbing systems will be installed.

2. **Second Phase (December 2, 2013 - January 1, 2014)**
   - Planting: The greenhouse will be filled with soil and plants will be planted.
   - Irrigation System: The irrigation system will be installed and tested.

   - Water Management: The greenhouse will be equipped with a water management system.
   - Pest Control: The greenhouse will be equipped with pest control measures.

4. **Fourth Phase (May 1, 2014 - June 30, 2014)**
   - Final Inspection: The greenhouse will undergo final inspection and adjustments will be made.
   - Final Report: A final report will be submitted to the school district.

**Summative evaluation (MM/DD/YYYY): 05/01/2015**

**Narrative explanation**

The greenhouse will be evaluated in the following manner:

1. **First Evaluation (November 1, 2013 - December 1, 2013)**
   - Students will be evaluated on their understanding of the greenhouse’s structure and function.

   - Students will be evaluated on their ability to manage and maintain the greenhouse.

   - Students will be evaluated on their ability to apply the knowledge gained in the greenhouse to real-world situations.

4. **Fourth Evaluation (May 1, 2014 - June 30, 2014)**
   - Students will be evaluated on their overall performance and progress throughout the project.

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

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

The expected change in instruction will work in teachers that will no longer have to find a place in their classroom to conduct small scale experiments with plants. Many of the elementary classes grow a power, green, brown, and yellow grass, and all the plants are used to teach life cycles. The greenhouse will add another content to what students can learn in this class, and keep the mess out of the classroom. The second aspect will be school pride. Students who have the opportunity to work in the greenhouse will get to see plants growing and at different stages of the growth cycle. This benefits school pride because these same items they see growing will be items they consume in the lunchroom. Knowing where that food is grown, and that they had a part in growing it will give the students a greater sense of ownership in their school environment.

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.

Evers and Hetten (2010) note in their research conducted with third graders that the more hands on experience a child has with a subject the greater their retention of the material. The experiment was conducted with assessments that had third graders in the classroom and then assess them with the experiment group completed hands on activities. The result was that the students with hands on experience were able to retain the information greater than the students that had only heard or seen the information presented. Today in education we are looking for ways to take students to a higher level of learning. For this to happen the student will need to have a learning environment that is conducive to the education and learning style of the student. Many students learn by hands on experience, this project will allow the school to build something that will not only allow the students to have a hands on experience with science, but also a hands on experience with math and language arts. The most important aspect of education is to connect ideas and concepts. The development of a greenhouse will allow students to take what they have learned in science about a plant and quantify this by collecting data to be used in math class to create charts, graphs, or data points. Students can learn about linear functions, data point analysis, and many other standards through the data collected with the greenhouse. Finally, the math and language arts classes will be able to use the data that is collected in their science experiment. One goal of many schools, and especially Parkway Local Schools, is to increase the number of women in the math and science fields. To encourage women in these fields there is a large number of studies that show connecting the work in the fields with careers can be a great motivator. The greenhouse is a great “hands on” project that can be used in math and language arts to connect the subject areas.

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

**Yes**

22. If so, how?

The exciting aspect of this project is that it can be replicated in any school in Ohio. The size of the structure may change, the materials grown may change, the sales outlets may change, but the overall concept will stay the same. Students will be able to grow a product to learn about plant life cycle, they will be able to measure and experiment with the product, and they will be able to have the life-long experience of owning a business.

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

The lasting value that this project hopes to achieve is to make lifelong learners. Student success is based on a student's ability to apply what they learn to the real world. The next part is to help them realize that they are never done learning. This project will show students how to connect concepts from math and science to the real world. This project will also show students that even though it seems simple to grow a plant, there is much research and experimentation in place to grow the best crop, strongest crop, and the most abundant crop; teaching kids that even though we can do it, with a little research we can do it better. The amount of time needed to grow the products in the greenhouse will be determined by the size of the plants that are grown. Students will also learn the value of supply and demand and the value of crops. If the students grow strawberries in the spring and want to sell them before school is out, they are going to find it hard to sell the product as everyone will have their product to market and the supply is too high. The students will learn that in these cases, price is based on supply, which has more to do with the area the student lives in and the economy, and demand, which has more to do with how much people want the product.

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.

There are three main goals that are being evaluated and assessed with this project. The student will connect concepts of core subjects through the use of greenhouse experiments and data collection in real time. All the students will then be able to see the impact of the project and the growth of the plants. The teacher will evaluate the data for sustainable agriculture and share how the project can be used in the classroom. The student will evaluate the data and see how the plants have grown, and how the data can be used to improve the growth of the plants. All food will meet health requirements to be served or sold. The second objective is that students will work in the planting, harvesting, and selling of the goods that are produced. These students will help the school set the price for the goods that are sold. The real life experience will allow students to experience real world economics, budgeting, and business management skills. Finally, students will be using water that is harvested from stormwater off the gutters of the building. This water will be stored in a tank below the greenhouse and will be used in a only watering source for the greenhouse. Students will have to demonstrate conservation to ensure they do not run out of water in the greenhouse. Also solar panels will be placed to power the greenhouse, students will need to use conservation in the amount of lighting that is used.
In the greenhouse to ensure there is enough power to run equipment in the dearth of night. By examining and evaluating these goals Parkway Local Schools hopes to develop lifelong learners and students that understand the value of conservation of renewable resources.

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.

No project would be complete without an evaluation phase. There are three areas that need to be assessed when the project is complete: Was the resource used, was it sustainable, and how can we improve for the future. First evaluating the usage will be conducted by a survey monkey survey. This survey will allow teachers to share the amount of time they used the resource as well as reasons why they did or did not use the resource. If the results show a lack in use the survey will also give us an answer if the curriculum is to blame, time, or other factors. These will be used in critical analysis of how to make the product more available or appealing. If the results show a positive response the next part will be on ways to expand the usage and connection to other areas.

Sustainability will be determined by a report run by the treasurer to show expenses and receipts for the greenhouse production. This report will help the committee in determining if the current produce line will work to maintain sustainability. If the results are negative, the committee will meet with the business partners to determine if other products should be purchased. If those products are names and are reasonable, they will be considered for production the following year. If the results are positive, then the project will be deemed sustainable and evaluated every other year for sustainability. Finally, a survey will be sent out to our partners, committee, and participants to see how well the year went, as well as ways we can improve the greenhouse. Questions that will be developed will be specific for partners to determine how well the process and construction went, specific to the teachers on curriculum, and specific to students to determine if they see the connection of all aspects of the curriculum.

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

Gregory L. Puthoff
Superintendent
Parkway Local School
October 25, 2013