Budget

Goshen Local (046342) - Clermont County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (63)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	33,800.00	5,230.00	0.00	62,000.00	0.00	0.00	101,030.00
Support Services	0.00	6,975.00	45,000.00	2,000.00	0.00	0.00	53,975.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	26,625.00	7,500.00	0.00	0.00	34,125.00
Family/Community	0.00	0.00	18,750.00	0.00	0.00	0.00	18,750.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	13,000.00	0.00	0.00	0.00	0.00	0.00	13,000.00
Indirect Cost						0.00	0.00
Total	46,800.00	12,205.00	90,375.00	71,500.00	0.00	0.00	220,880.00
						Adjusted Allocation	0.00
						Remaining	-220,880.00

Application

Goshen Local (046342) - Clermont County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (63)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Teaching in Nature: A SySTEMic Approach

2. Project Summary: Please limit your responses to no more than three sentences.
Nature is the key to better learning. The intent of this grant is to teach our community the importance of learning science by doing science

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year

100 Pre-K Special Education	200 K	200 1	200 2	200 3
200 4	200 5	25 6	25 7	25 8
15 9	15 10	20 11	20 12	

Year 1

100 Pre-K Special Education	200 K	200 1	200 2	200 3
200 4	200 5	30 6	30 7	30 8
20 9	20 10	25 11	25 12	

Year 2

100 Pre-K Special Education	200 K	200 1	200 2	200 3
200 4	200 5	35 6	35 7	35 8
25 9	25 10	25 11	25 12	

Year 3

100 Pre-K Special Education	200 K	200 1	200 2	200 3
200 4	200 5	40 6	40 7	40 8
30 9	30 10	30 11	30 12	

Year 4

100 Pre-K Special Education	200 K	200 1	200 2	200 3
200 4	200 5	45 6	45 7	45 8
35 9	35 10	35 11	35 12	

Year 5

100 Pre-K Special Education	200 K	200 1	200 2	200 3
200 4	200 5	50 6	50 7	50 8

40 9	40 10	40 11	40 12

4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

The strength of this plan is that this can be replicated for many years after the life of the grant. This grant will enable us to train teachers, parents, and students on the importance of being outside. Younger siblings will benefit from this training of parents for many generations. With funds from the grant, we will be creating a website that will capture teacher and parent trainings and will also allow teachers to submit best practice lessons for other teachers to replicate. The potential students impacted with this project is endless. Since parental attitudes about nature have been found to have a great impact on the amount of outdoor time their children experience outside of school (McFarland, Zajicek & Waliczek, 2014), this training will encourage family outdoor experiences with current students and their younger siblings for years to come. Training parents as leaders in nature experiences at school may also create a stronger overall experience for students and teachers.

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

First and last name of contact for lead applicant
Theresa Scherzinger

Organizational name of lead applicant
Goshen Local School District

Address of lead applicant
6694 Goshen Road Goshen Ohio 45122

Phone Number of lead applicant
513-722-2222

Email Address of lead applicant
scherzingert@goshenlocalschools.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

☐ Yes

☑ No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

☑ Yes

☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Time spent in nature is a powerful precursor to better learning. Research shows that children are more creative; less stressed, more focused, and has fewer behavioral problems when they spend time outdoors. Science has taken a back seat in recent years due to high stakes testing. Nationally, time spent teaching social studies and science continues to decrease as increased focus has been placed on math and reading (Cocke, Buckley, & Scott, 2011). Authentic science experiences have taken a back seat, and we feel that studying science should be more than studying for a test. Research says that students learn more science in informal settings than in the classroom, so integrating the methodology of informal education centers like Cincinnati Nature Center in our existing science curriculum could strongly benefit student learning in science.Teachers are preparing students to take a standardized test. Students are sitting in classrooms trying to learn science from a book. Research shows that students learn more science outside than in the classroom. Students learn science by doing. This grant will address a systemic weakness in the teaching of science in our district. Parents, teacher and students need to spend

more time outside. Science should be hands on where students are identifying and solving problems. In a district where we have about a 22% population of special education students, a 20% population of gifted students, and a free and reduced lunch percentage of over 50%, our students would greatly benefit from a more hands-on, active approach to science education. The purpose of this grant to is truly take a sySTEMic approach in examining and improving our STEM education in preschool-12th grade. Starting in our preschool and early elementary ages, we can inspire a passion for science. We will train teachers, parents, and students on using the outdoors and self-exploration in the scientific processes.

b. The proposed innovation and how it relates to solving the problem or improving on the current state.

Starting in preschool, teachers will receive training from the CNC preschool teacher about how young children learn about the natural world. The Goshen preschool teachers will observe at CNC's Nature Preschool followed by a day of consultation in their schoolyards. Teachers will be paid a stipend to attend summer training on the topic of using nature for hands-on learning in preschool. The students will visit the Nature Center PlayScape to engage with nature in an open way. Goshen preschool parents will be invited to a presentation on the value of nature for early childhood development.Through CNC's kindergarten field trip program, parents will be trained to lead play-based learning stations outdoors. Parents who volunteer as leaders will also receive a special training focused on child development and best parenting practices for outdoor play and learning. Parents who see themselves as mentors in nature and who have been trained about the benefits of nature in child development are more likely to be empowered and encouraged to get their children outdoors more often, and to take them to museums and parks where they can explore nature and science. Parents of children in grades 1-2 will receive similar training on school grounds and lead small groups of children through activities based around their classroom learning. The importance of non-formal science learning will be emphasized. All parents who volunteer will receive a free one-year family membership which provides them with unlimited access to apply what they've learned at CNC's nearby Long Branch Farm and trails location. Kindergarten through second grade parents and teachers will be trained by CNC School Program Manager to deepen an interest in science and across other disciplines by nature and to learning in their own school yard. and at the Nature Center. The children will visit the Nature Center on field trips and also participate in the Natural Connections School Yard Programs. These Programs will be designed to link what students have learned in the classroom to deeper experiences in our district property pond, garden, etc.). Improving the schoolyard resources available will have a positive benefit on education with students. The existing gardens at the Marr Cook have traditionally contained vegetables, but since summer is the prime time for this type of gardening, this area is challenging to maintain. Transitioning these beds to perennial habitats could have a much higher value for student learning and for the local ecosystem. Team leaders will be selected in each grade to attend an intensive summer training at CNC in the summer. These team leaders will also receive one-on-one consultation from CNC to integrate new ideas that can then be shared with the rest of the school.In third grade, our teachers have created an outdoor classroom in a neighboring park. With the help of CNC and local scientists, the grant will help develop science curriculum will be developed that allows students to use the natural environment of the outdoor classroom to study science in an active manner an authentic and meaningful context. In addition, in our third grade, there will be a link between literacy and nature will be a strong focus of new outdoor curriculum ties to better help support our students in the Third Grade Reading Guarantee. Fourth and Fifth grade students and teachers will visit CNC for Learning Expeditions programs. The teachers and parent chaperones will receive training in how to be positive role models for interacting with nature and harnessing the power of their own curiosity and wonder. Fourth and fifth grade teachers will receive training from a member of the Curriculum Engineers staff on how to incorporate hands-on learning in their natural environment. This grant will allow us to add AP Environmental Science so that students can participate in hands-on, laboratory and field investigations to apply scientific principles, concepts, and methodologies.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

☑ a. Student achievement

i. List the desired outcomes.
Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

A district-wide emersion in active science learning to improve scientific thinking and problem solving. We hope this grant will allow us to move more students and staff outdoors more often. Research shows that students learn science by doing science, not reading about it in a textbook. Research also shows that students who are actively engaged in learning are less likely to be discipline problems. We will track the number of discipline referrals and will note a marked decrease. With our 22% special education population, students need more hands-on learning experiences so they can graduate. This grant will not only help science but also the other content areas. One area of concern is how students are reading informational text. By working with content experts, we will work to incorporate science in our literacy classes. After having gone through a district-wide immersion in science in grades K-5, we expect to see higher science test scores in grades 5, 8, Biology, and the ACT. We are creating scientists. We anticipate more students will be willing to participate in AP Biology and AP Environmental Science at the high school levels.

ii. What assumptions must be true for this outcome to be realized?
Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

Outdoor education is an approach to instruction, rather than a content area. Its sole specification is the place for learning: outside the school building (NCEET 1994). National Wildlife Federation's 2010 survey of educators revealed that 75% believed students who spend regular time outdoors tend to be more creative and better able to problem-solve in the classroom (NWF 2010). Educators know that children learn best through direct experience with real objects, where their natural affinity for investigation and inquiry can be fostered. Research indicates children are more inventive and creative when exposed to a large number of environmental variables (Ramey, Campbell, and Nicholson 1973). A 1998 study of schools using the environment as an integrated context for learning found that students had higher standardized test scores in reading, writing, math, science, and social studies, fewer discipline and classroom management problems, increased engagement and enthusiasm for learning, and greater pride and ownership in their accomplishments (Lieberman and Hoody 1998).

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

We have a 15 year relationship with the Cincinnati Nature Center. Our students are taken to the Nature Center once a year but it is not enough. To really influence change, we need to retrain our teachers and parents. As stated before, outdoor education is an approach to

instruction, rather than a content area. Its sole specification is the place for learning: outside the school building (NCEET 1994). National Wildlife Federation's 2010 survey of educators revealed that 75% believed students who spend regular time outdoors tend to be more creative and better able to problem-solve in the classroom (NWF 2010). Educators know that children learn best through direct experience with real objects, where their natural affinity for investigation and inquiry can be fostered. Research indicates children are more inventive and creative when exposed to a large number of environmental variables (Ramey, Campbell, and Nicholson 1973). A 1998 study of schools using the environment as an integrated context for learning found that students had higher standardized test scores in reading, writing, math, science, and social studies, fewer discipline and classroom management problems, increased engagement and enthusiasm for learning, and greater pride and ownership in their accomplishments (Lieberman and Hoody 1998).

iv. List the specific indicators that you will use to measure progress toward your desired outcome.
These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Students will provide products that show a stronger understanding of science. Science test scores will show an improvement in passage rates. Discipline referrals will be measured with the cohorts effected by this grant. We will track the establishment of and participation in higher level science courses at the high school. The more our students are influenced by this scientific change, the more students we will have participate in the middle school science club and the high school higher level science courses. Data analysis will include science test scores in grades 5, 8, biology, and ACT. There will be a measurable improvement in these scores.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Students will provide products that show a stronger understanding of science. Science test scores throughout our district will be analyzed. We will track and examine discipline referrals to determine if active learning lessons the amount of discipline referrals. Establishment of and participation in higher level science courses at the high school should yield higher science ACT scores and better college readiness scores in the area of science.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

By meeting frequently with teachers and CNC staff, we should have a great understanding of how the staff is incorporating the scientific ideas behind this project. The assumptions we have made are based on years of careful research and will not prove false. If we have made false assumptions, we will work together to make the necessary changes so that this grant is successful for our students.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?
Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.
These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
Note: this is the preferred indictor for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

☐ d. Implementing a shared services delivery model

i. List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measureable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

☐ a. New - Never before implemented

☐ b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

☐ c. Replication - Expansion or new implementation of a previous Straight A Project

☑ d. Mixed Concept - Incorporates new and existing elements

☐ e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

220,880.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.
Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

This budget includes many one time expenses. Each parent that participates in the training sessions offered by the Cincinnati Nature Center (CNC) will be given a family pass to the Cincinnati Nature Center. Parental support for learning in the outdoors is key and, by offering family passes to the Nature Center, we are not only impacting the children in our school, but other students. The money we will be spending with our preschool-2nd grade building will include field trips to CNC and professional development for our parents and teachers. The CNC staff will also travel to Marr Cook Elementary School and Spaulding Elementary School in Goshen and will conduct School Yard activities. These are parent-led learning experiences in our own school yard. The CNC staff will train parent volunteers to work with students. The grant money will also be used to renovate the Marr Cook and Spaulding gardens. The gardens currently have vegetation that requires summer maintenance and there is often no one available to maintain the plants. The grant will allow us to hire someone work with our teachers on re-purposing the garden to low maintenance by planting native plants. Marr Cook and Spaulding teachers will also receive professional development from Meri Johnson, science consultant from Curriculum Engineers. Meri Johnson will work with teachers are incorporating science teaching in the literacy classroom. With the focus of the Third Grade Reading Guarantee, we cannot afford to take time away from ELA classes. Meri Johnson will help ELA teachers incorporate science in ELA. The grant focus changes a little for grades 6-8. After building the foundation at Marr Cook and Spaulding with parents and teachers, we are hoping to focus most of our efforts in grades 6-8 on students. We will create a Nature Club at the Middle School where students stay after school to participate in the club. The middle school members of the Nature Club will receive outdoor clothing appropriate for hiking and exploring outdoors in all temperatures. Many of our students come from low socio-economic backgrounds and would benefit from the warm clothing. In addition to the outdoor clothing, the Nature Club will be given new Ipads to use. With the Ipads, students will be photographing, charting, and graphing various aspects of nature. The middle school teachers will also receive training from Meri Johnson. The training will include literacy in science and also a hands-on approach to learning. Goshen High School, grades 9-12, will benefit greatly from this grant. Biology teachers at GHS will start a "Turtle Telemetry" club where the students will travel to Long Branch Farm (a local branch of CNC), and will tag and follow the migration patterns of turtles. The Goshen High School teachers will partner with teachers from a local school district (West Clermont) who already have a successful program in place. We will use part of the grant money to purchase the necessary materials for the turtle telemetry and to pay a stipend for the teachers. The stipend will only be in the initial phase of the program because it will require the teachers to learn a great deal from anther school district. Possibly one of the most impactful aspects of the grant for our high school is the addition of the AP Environmental Science class. We will send one of our teachers to AP training. The addition of AP Environmental Science will allow us to offer more higher level science courses to more of our high school students.Our district is fortunate to have biologists who live in our district and who are willing to help us train teachers and parents. The two biologists will be paid a stipend for their work. One of the most exciting aspects of this grant is the creation of a website. We will archive all teacher and parent training on this website; it will allow us to train teachers years after the grant funding has ceased.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

8,900.00 a. Sustainability Year 1

8,900.00 b. Sustainability Year 2

8,900.00 c. Sustainability Year 3

8,900.00 d. Sustainability Year 4

8,900.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.
Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

The only costs that we will sustain after the grant funding ends is the cost of the Cincinnati Nature Center field trips. Our district already pays for those field trips, so it is really not a new cost. All the other expenses really occur in the year of funding. Because we are creating the website where teacher trainings will be archived and teacher best practice lessons will be submitted, we can retrain teachers at no cost. We already have a district technology department who can help us maintain the website in future years.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.
Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

The costs are either new and/or only one year long. Most of them will not re-occur and the ones that do re-occur are already budgeted.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.
Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Our grant does not address savings in the general budget.

D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date RangeNow-August 1, 2106

b. Scope of activities - include all specific completion benchmarks.

I have been meeting with the Cincinnati Nature Center as we worked through this grant. We will meet monthly from February, 2016 until June, 2016. Starting in June, we will meet bi-weekly to discuss the various aspects of the grant. The meetings will rotate between the school district and the Nature Center. Once the grant funding begins, we will continue to meet bi-weekly to be certain things are progressing in a mutually beneficial manner.

22. Implementation(grant funded start-up activities)

a. Date RangeJune, 2016

b. Scope of activities - include all specific completion benchmarks

Teachers will begin receiving training in June of 2016. Additionally, the companies who will be redoing the Marr Cook and Spaudling Outdoor Gardens/Classrooms will need to begin work in the summer.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date RangeIndefinitely

b. Scope of activities - include all specific completion benchmarks

Many aspects of this grant will continue Indefinitely because of the website archival. Additionally, if we can train parents and teachers on the importance of using the outdoors as a classroom, these parents and teachers will continue the practices for years to come.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

"National Wildlife Federation's 2010 survey of educators revealed that 75% believed students who spent regular time outdoors tend to be

more creative and better able to problem solve in the classroom (NWF 2010, quoted from Cincinnati Nature Center's Philosophy 5: Enthusiastic school teachers are important allies in connecting children to nature)." Based on recent testing data, improved science instruction is Goshen Local Schools' targeted area for district wide restructuring and improvement. After a fifteen year limited relationship with The Cincinnati Nature Center (CNC), Goshen Schools acknowledge that the nationally recognized science education professionals there have much to teach our district's parents, teachers and students about immersing and engaging students in the natural world, the scientific process, and the love and understanding of nature that necessitates making ecology a lifelong pursuit. In addition, CNC has much to teach us about how to plan and deliver grade level appropriate instruction in the most effective way. Other local science experts will be consulted for help in planning and delivering a high quality, STEM based science program that can be sustained in house after the completion of the grant activities and can be implemented in other districts. Students learn science best by doing science. Therefore, this initiative will not only teach students to read and write science better but will take them outdoors to observe, record, and research in the laboratory of the natural world. The grant would provide us with the one time training of parent leaders and the retraining of teachers by recognized local science leaders. In addition, the grant would pay for much needed scientific equipment and technology and the creation of an app that would let the lessons be posted for posterity and shared with a very large audience. Some training will be conducted at CNC's main campus at Rowe Woods (1,020 acres with 65 acres of old growth forest) and some will occur at CNC's Long Branch Farm and Trails (642 aces of forest and farm land) located within our district. Furthermore, Goshen Schools is blessed with a campus that includes a pond, trails, a stream, woods, and fledgling gardens. There is also an outdoor classroom nearby that can be used much more effectively. So much that is taught at CNC can be taught and then sustained on our campus. Students and teachers alike will benefit from more time outdoors. Modeling quality science instruction for parents and teachers and then sharing all the details of the model in a readily accessible format sets this initiative up for long reaching success.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Theresa Scherzinger, Director of Curriculum Goshen Local Schools 6694 Goshen Rd. Goshen, OH 45140 513-722-2222

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Should Goshen Local Schools be a grant recipient, the in depth research, planning process, and curriculum design would continue for the rest of this 2015/2016 school year and into the summer with Goshen teachers and administrators, Connie O'Conner (CNC Education Director), Melissa Sabo (CNC School Program Manager), Meri Johnson (Curriculum Engineers science consultant), Barb Weidus (math consultant), Amy Thompson (naturalist associated with Goshen's Kathryn Stagge-Marr Community Park), Mary Butts (science educator), John Souders (Glen Este high school science educator who monitors successful turtle telemetry research at a neighboring high school), Kurt Gartner (CNC's department of conservation and stewardship), Tisha Luthy (CNC nature-based preschool educator), Jeremy Jarrett (Kinetic Vision, learning app creator), and others. Curriculum would be written for pre kindergarten through fifth grade, and advanced science clubs and research opportunities would be set in place for middle and high school students, as well as the addition of an AP Environmental Science program. This comprehensive science focus would be thoroughly vetted and enacted during the 2016/2017 school year. A pre and post self-efficacy survey will be adminisitered to all parent volunteers who receive training to determine the extent to which all involvement int he program and trainings has made them more comfortable leading their families on outdoor explorations. One formative assessment of an intended outcome can be measured by keeping careful records of how much time students are spending in outdoor instruction/exploration and research each month next year. After taking a baseline reading at the end of this school year, we will look at next year's data month by month. Are students outdoors more? What is the rate of increase? More importantly, monthly administrative review of lesson plans and walkthroughs can assure that the new curriculum is in fact being enacted with integrity at each grade level in each classroom preK through 5. And most importantly, quarterly portfolios of student work, projects and reflections will show how and what students are learning; that critical data will provide an opportunity to make adjustments if the outcomes are not as positive as we have anticipated. The middle school nature club and high school turtle telemetry initiative, service learning project, and AP Environmental Science can all be evaluated in light of 1) students' increased interest in science and the scientific process and 2) their level of growth as science students. Student interest level may be self-identified as students answer questions on a Likert Scale for baseline data and then consider the questions again quarterly, but the academic progress in science is measurable indeed using quarterly grades. Summative assessment of the initiative may be measured in several ways also. What was the rate of gain in outdoor instructional time from the baseline measurement in May 2016 until the end of the first year of implementation measurement in June, 2017. What do students' final grades and state testing scores reveal when compared with those of the previous yea? After a year of focus on science education, how do teachers rate their comfort level and growth as science teachers (using a district wide survey instrument). What worked best? What needs tweaking? Based on lesson review, walkthroughs, and formal evaluations over the year of implementation, how do administrators rate the strengths of the new science focus and how might it be improved for the next year? In addition, Goshen would ask CNC (and other consultants) for formative and summative feedback as we progress, and we would provide it when needed by them also. The website will make it easy for us to replicate and to refine this initiative from year to year, as well as to share it with other districts. CNC has a strong commitment to sharing excellence in instruction.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that

other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.

No school district has time, money or energy to waste on instruction not based on common core standards and best practice. Towards that end, this proposal has been carefully crafted to encourage parents and teachers to take children outside early and often. Pre kindergarten initiatives will train parents and teachers alike so that children can enjoy unstructured as well as focused play in nature. "Preschoolers learn differently from school-age chil- dren: play is essential to early learning. Play is the main way children learn and develop ideas about the world. It helps them build the skills necessary for critical thinking and leadership. It's how they learn to solve problems and to feel good about their ability to learn." Parents who have been trained in outdoor learning will move from preK through primary and intermediate school with their children and each year's teachers who have been trained to deliver appropriate portions of their science, technology, and math curricula outside will continue providing quality experiences outdoors connecting to classroom learning goals and standards. The outdoor classroom will be more imaginatively and more frequently used, and sustainable pollinator friendly gardens with indigenous plants will be planned and maintained. Older elementary students will receive instruction first at Rowe Woods and Longbranch Farm (CNC properties) during the grant year; in subsequent years the curriculum can be well covered on Goshen's outdoor campus and in our local park. Science experts will be on hand to model instruction for parents and teachers, to help with the development of lesson plans, projects and research opportunities during the first year. This work will be preserved, evaluated, and updated on a science instruction website/app that will display all lessons, activities, prompts, projects, research, assessments, and evaluations for easy access and replication by new staff in our district or by other districts throughout the state with schoolyard or community access to nature. Middle school students will have adventures that move from the pages of their books into the natural world around them in their after school nature club. High school students will get to be real citizen scientists as they become involved with turtle telemetry and blue bird monitoring. High school students can also learn how to harvest seeds from indigenous plants that are pollinator friendly as a service-learning project. The early childhood emphasis on nature and science, we hope, will produce more students who have a love of and aptitude for science study. An AP Environmental Science class would be a capstone addition. "Tis education forms the common mind, Just as the twig is bent the tree's inclined" (Alexander Pope): early influences can have a profound affect. Because teaching is what we do, both Goshen Local Schools and Cincinnati Nature Center would be willing to present our SySTEMic Science Focus (and our results) to other school districts at local and state inservices and conferences after the data is tallied in late 2017.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances. Theresa Scherzinger

Consortium

Goshen Local (046342) - Clermont County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Goshen Local (046342) - Clermont County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Connie	O'Conner	513-965-4894	coconnor@cincynature.org	Cincinnati Nature Center		4949 Tealtown Road, , Milford, Ohio, 45150	
Melissa	Sabo	513-965-4894	msabo@cincynature.org	Cincinnati Nature Center		4949 Tealtown Road, , Milford, Ohio, 45150	

Implementation Team

Goshen Local (046342) - Clermont County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Martha	Moekser	Cincinnati Nature Center Board of Directors	Martha Moesker, retired Curriculum Director and current Board of Directors member of the Cincinnati Nature Center, will act as a liason for both groups. She will offer feedback and suggestions on the progress of the grant.	Martha Moesker worked in education for over twenty years. Although she retired from education a few years ago, Martha continues to be an active member of the Goshen Local School District.	Teacher Curriculum Director CNC Board Memebr	Master's of Education	0	