

Budget

Youthbuild Columbus Community (132985) - Franklin County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (124)

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

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		0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	7,000.00	0.00	0.00	0.00	7,000.00
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	40,000.00	0.00	16,000.00	0.00	56,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	47,000.00	5,000.00	16,000.00	0.00	68,000.00
							Adjusted Allocation	0.00
							Remaining	-68,000.00

Application

Youthbuild Columbus Community (132985) - Franklin County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (124)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Green YouthBuild Columbus

2. Project Summary: Please limit your responses to no more than three sentences.
Build and maintain a Greenhouse for the education of growing nutritious fruits and vegetables for student and community consumption.
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				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10 10	160 11	50 12	

Year 1				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10 10	160 11	50 12	

Year 2				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10 10	160 11	50 12	

Year 3				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10 10	160 11	50 12	

Year 4				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10 10	160 11	50 12	

Year 5				
Pre-K Special Education	K	1	2	3
4	5	6	7	8

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 student impact information is provided by YouthBuild Columbus previous years ADM.

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

First and last name of contact for lead applicant

Leigh Ann King

Organizational name of lead applicant

YouthBuild Columbus Community School

Address of lead applicant

1183 Essex Avenue

Phone Number of lead applicant

614-291-0805

Email Address of lead applicant

lmorrison@youthbuildcolumbus.info

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

The Green YouthBuild Columbus Project would like to assist with the schools hunger problem by educating students on how to grow and harvest fruits and vegetables for student consumption, by building and maintaining a school Greenhouse. YouthBuild Columbus Community School has a 100% disadvantage and 37% homeless rate. Unfortunately, we have students whose only meals are provided by our school. Hunger in students does impact their capability to learn and progress, this information has already been measured, nationwide. Students often have a headache from hunger often, while overall distracted and cannot concentrate due to hunger pains. Therefore, YouthBuild Columbus Community school would like to implement the Green YouthBuild Columbus Project to teach YouthBuild students, not only how to build a greenhouse, but how to grow and harvest organic fruits and vegetables, for their own consumption. Students will learn how fruits and vegetables grow and their nutritional benefits. Students will be able to enjoy the fruits and vegetables they grew, while also learning different ways to cook, what they have harvested. Students will be shown the cost of buying organic fruits and vegetables versus growing and the savings. The future of the Green YouthBuild Columbus Project would include education on soil additives, insecticides, consuming foods which produce less carbon emissions, genetically modified foods and to make more informed healthier food choices. YouthBuild students will know how to grow their own organic fruits and vegetables at home, for direct consumption. Although all students are not offered the same allowances in life, to include good nutrition and food - at YouthBuild, we would like to not only give the opportunity for our students to have access to nutritious food, but to learn to grow themselves.

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

The Green YouthBuild Columbus Project - teaching students to grow their own food is innovative and sustainable in many ways, but the best way would be providing a nutritious meal, whilst otherwise impossible. Improvement in attendance, concentration, testing and therefore graduation rates will show an increase, from less hunger - this is proven via many government and other studies, some listed below. Students given the opportunity to eat more nutritionally while provided a new education in project learning to include: greenhouse construction, nutrition, gardening, cooking and other science fields. In recent studies, achievement has been proven; <http://betterhealthforall.org/2012/04/03/why-children-benefit-from-growing-their-own-food/> "An independent report from National Foundation for Educational Research (NFER), which surveyed 1302 schools and undertook a systematic literature review, contributing weighty evidence confirming that school food growing activity: - Encourages and facilitates learning - particularly in science - Builds skills, including life, enterprise and employment related skills - Improves awareness and understanding of the natural environment - Promotes health and well being in relation to diet and nutrition - Supports school improvement and development - Strengthens communities and interaction. Improves achievement - A stand out finding of the report was the benefit school food growing activity had on academic achievement. Schools cited supporting the outdoor curriculum (68%), supporting the science curriculum (57%) and supporting the food technology curriculum (39%) as motivations for growing food in their school. Further evidence showed enhanced scientific understanding, numeracy, literacy, and language skills. Builds life and employability skills Aside from the emphasis on improving learning, the Taskforce found that the activity of growing food in schools also supported the acquisition of life skills, including financial literacy and enterprise skills. Interestingly communication and employment skills were also enhanced. It also found signs of improved motivation and behaviour, for example arriving early to school and leaving later, increased attendance and completion of homework and less disruptive classroom behavior. Improves health and wellbeing One of the report's key findings is the evidence that proves school food growing promotes good health through improved diet and nutrition and better well-being through improved self-esteem and self confidence. 73% of schools cited teaching children about nutrition as a motivation for food growing, 68% for giving them skills for a healthy adult life and 33% for encouraging exercise. Evidence showed improved understanding of food and nutrition, increased willingness to try fruit and vegetables and increased consumption of fruit and vegetables, and school meals where food grown in school is incorporated into school catering were also increased." Aside from the many recent studies - it just makes sense, students who are not hungry, are going to perform better in school while strengthening the instructional culture.

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.

Outcome is an increase in attendance and therefore overall academic successes and larger graduation of students. In addition to less hungry, more educated students, another desired outcome is the additional education of students becoming sustainable in providing fresh/healthier fruits and vegetables for consumption and to implement in their own homes. Strengthen the YouthBuild's instructional culture. *Studies show hunger does effect students capability to learn. YouthBuild Columbus Community School recognizes these issues and would like to make nutritional food readily available for students to increase tests, attendance and graduation results. The final success will be a new project based learned achievement while learning to provide for oneself and family, to include a more manageable school atmosphere, with less hungry students. * <http://onlinelibrary.wiley.com/doi/10.1111/j.1746-1561.2005.tb06674.x/abstract>

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.

Readily available nutritious foods for the hungry students, will prove an increase in attendance, tests and graduation rates. Studies show the results prove a higher level of student engagement. As indicated as a popular area in education for disadvantaged students, these assumptions have already been proven. Green YouthBuild would like to improve on the assumptions in a Drop Out Recovery environment with many students who have children of their own and many who are pregnant, the nutritional benefits are endless. Strengthen instructional culture for higher level of student and teacher engagements. Staff will spend less time with attendance and attendance discipline issues, freeing up class and other time for students.

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

As provided above and again below, there are many studies on the effects of hunger and student achievement and progression. Many schools and other entities are catching on to the need to educate students on sustainable methods of providing fresh food for themselves, nutritious foods as compared to "junk" food and the many conclusions of student successes after a nutritious change in diet has been implemented. YouthBuild staff have continually been researching the existing projects since hunger is a major issue in our school. <http://www.learningfirst.org/students-too-hungry-learn-challenge-we-can-solve> <http://eric.ed.gov/?id=ED309207> <http://eric.ed.gov/?id=ED410865> <http://steminnovator.com/models/models-boone-high-school-2/> <http://www.vaildaily.com/news/12748469-113/students-lunch-kids-lunches> http://foodpsychology.cornell.edu/OP/school_gardens - I love the beginning of this one "If kids grow vegetables, they're more likely to eat them." <http://www.npr.org/sections/thesalt/2015/08/10/426741473/healthy-eaters-strong-minds-what-school-gardens-teach-kids> <http://onlinelibrary.wiley.com/doi/10.1111/j.1746-1561.2005.tb06674.x/abstract>

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).

Science will be a huge indicator; increased MAP percentages. Overall heightened Graduation and Attendance rates.

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

Attendance, the barrier of all our successes, will be measured in length for future comparison. Measure the increase in academic productivity, as far as grades and student engagement. Measure and prove increased test scores. Measure the successes of healthier

student upon graduation. YouthBuild Columbus guides students past graduation. Our DOL Grant mandates we must follow students for three years but we follow and guide many for much longer. Therefore, PSE and career paths will be compared and measured to align with the Green YouthBuild Grant as well, to provide growth measures in these areas.

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

Through all of the studies, I do not feel this would be necessary. However if students grow weary of the education of growing and caring for their own fruits and vegetables - we would change the curriculum to progress into cooking nutritious meals and sharing with the community when excess fruits and vegetables area available. Providing ongoing engagement and interest is important to keep students on task.

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.

Spending reductions in the 5 year forecast will be lowered as a result of less funding for students breakfast(s) and lunches in addition to less years of education, period, as the result of higher attendance and graduation rates.

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.

In order for this to be true, the already proven studies must have some accuracy and of course the provision of having enough readily fruits and vegetables available for student consumption and therefore lower costs of breakfasts and lunches. Additional savings will be justified by less expenditures in the Science lab.

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

As provided above and again below, there are many studies on the effects of hunger and student achievement and progression. Many schools and other entities are catching on to the need to educate students on sustainable methods of providing fresh food for themselves, nutritious foods as compared to "junk" food and the many conclusions of student successes after a nutritious change in diet has been implemented. YouthBuild staff have continually been researching the existing projects since hunger is a major issue in our school. <http://www.learningfirst.org/students-too-hungry-learn-challenge-we-can-solve> <http://eric.ed.gov/?id=ED309207> <http://eric.ed.gov/?id=ED410865> <http://steminnovator.com/models/models-boone-high-school-2/> <http://www.vaildaily.com/news/12748469-113/students-lunch-kids-lunches> http://foodpsychology.cornell.edu/OP/school_gardens - I love the beginning of this one "If kids grow vegetables, they're more likely to eat them." <http://www.npr.org/sections/thesalt/2015/08/10/426741473/healthy-eaters-strong-minds-what-school-gardens-teach-kids> <http://onlinelibrary.wiley.com/doi/10.1111/j.1746-1561.2005.tb06674.x/abstract>

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).

Attendance, the barrier of all our successes, will be measured in length for future comparison. Measure the increase in academic productivity, as far as grades and student engagement. Measure and prove increased test scores. Measure the successes of healthier student upon graduation. YouthBuild Columbus guides students past graduation. Our DOL Grant mandates we must follow students for three years but we follow and guide many for much longer. Therefore, PSE and career paths will be compared and measured to align with the Green YouthBuild Grant as well, to provide growth measures in these areas.

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

Spending reductions will show in the cost of daily provided breakfast and lunches. Reductions will also include less time for staff managing attendance issues with students.

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

If the reductions do not happen as indicated, administrators will govern change in the project to make the outcome happen as indicated. For instance if not enough fruits in vegetables are being grown and harvested, then we will change the amount so there is plenty for student consumption.

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.

The increase in attendance does not only increase classroom time but discipline issues from poor attendance. Additionally the strengthen instructional curriculum is vital in keeping students interests. These interests will vary and hopefully encourage interest in different capacity of students through the actual building of the greenhouse, planting of fruits and vegetables, education of how to grow organically for nutritional purposes, nutrition as a hole, harvesting, cooking nutritional meals with the fruits and vegetables, consumption of healthier meals while at school and sharing excess with the community. One or many of this curricular has to provide interest to every student, there are just too many to not!

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.

All of the staff at YouthBuild Columbus Community School spends time on student attendance, calls, home visits, etc. This would create more time for planning and implementation more projects in the classroom.

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

As provided above and again below, there are many studies on the effects of hunger and student achievement and progression. Many schools and other entities are catching on to the need to educate students on sustainable methods of providing fresh food for themselves, nutritious foods as compared to "junk" food and the many conclusions of student successes after a nutritious change in diet has been implemented. YouthBuild staff have continually been researching the existing projects since hunger is a major issue in our school. <http://www.learningfirst.org/students-too-hungry-learn-challenge-we-can-solve> <http://eric.ed.gov/?id=ED309207> <http://eric.ed.gov/?id=ED410865> <http://steminnovator.com/models/models-boone-high-school-2/> <http://www.vaildaily.com/news/12748469-113/students-lunch-kids-lunches> http://foodpsychology.cornell.edu/OP/school_gardens - I love the beginning of this one "If kids grow vegetables, they're more likely to eat them." <http://www.npr.org/sections/thesalt/2015/08/10/426741473/healthy-eaters-strong-minds-what-school-gardens-teach-kids> <http://onlinelibrary.wiley.com/doi/10.1111/j.1746-1561.2005.tb06674.x/abstract>

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 indicator for this goal.

In 2014 the amount spent per student for instruction was \$7825 As a result of the Green YouthBuild Project spending percentages for instruction will increase, while not costing any additional funding from the schools foundation payment, in the future, while continuing to add to classroom instruction while nutritionally enhancing student breakfasts and lunches, while decreasing meal expenditures.

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.

Reduce the amount of students sleeping in class due to hunger.

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

Make sure students are readily provided access to the nutritional foods grown in the Greenhouse.

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.

Many teachers come to YouthBuild due to national recognition. Being a successful Drop Out Recovery Model for YouthBuild encourages teachers successful in educating drop out recovery students, to come to our program. The more successes we celebrate in manors of strengthening the instructional culture, the more accomplished drop out recovery teachers we will attract.

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.

Continue success in Project Based Learning with the Green YouthBuild Project within the community, Annual Yearly Progress and the media.

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.

As provided above and again below, there are many studies on the effects of hunger and student achievement and progression. Many schools and other entities are catching on to the need to educate students on sustainable methods of providing fresh food for themselves, nutritious foods as compared to "junk" food and the many conclusions of student successes after a nutritious change in diet has been implemented. YouthBuild staff have continually been researching the existing projects since hunger is a major issue in our school. <http://www.learningfirst.org/students-too-hungry-learn-challenge-we-can-solve> <http://eric.ed.gov/?id=ED309207> <http://eric.ed.gov/?id=ED410865> <http://steminnovator.com/models/models-boone-high-school-2/> <http://www.vaildaily.com/news/12748469-113/students-lunch-kids-lunches> http://foodpsychology.cornell.edu/OP/school_gardens - I love the beginning of this one "If kids grow vegetables, they're more likely to eat them." <http://www.npr.org/sections/thesalt/2015/08/10/426741473/healthy-eaters-strong-minds-what-school-gardens-teach-kids> <http://onlinelibrary.wiley.com/doi/10.1111/j.1746-1561.2005.tb06674.x/abstract> <http://onlinelibrary.wiley.com/doi/10.1111/j.1746-1561.2005.tb06674.x/abstract>

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.

Indicators will be indicated by less staff student discipline forms for lack of attention or sleeping in class.

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.

Attendance, the barrier of all our successes, will be measured in length for future comparison. Measure the increase in academic productivity, as far as grades and student engagement. Measure and prove increased test scores. Measure the successes of healthier student upon graduation. YouthBuild Columbus guides students past graduation. Our DOL Grant mandates we must follow students for three years but we follow and guide many for much longer. Therefore, PSE and career paths will be compared and measured to align with the Green YouthBuild Grant as well, to provide growth measures in these areas.

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

If the outcomes are not realized, again the project will be altered so we readily see the outcomes we are projecting to match research from similar schools in other states fighting hunger through greenhouse implementation.

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.

68,000.00 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.

The concise plan will be the following: Architectural fees for permits and actual permits will cost \$5300. The project will begin with site prep which will be done with the help of our AmeriCorps members as a service project. Cost of rental equipment for site prep has been quoted at \$2500. Ground cover has been quoted at \$300.00. Footers for the greenhouse has been quoted at \$7200. A water tap from the school to the Greenhouse site will cost \$7000. A greenhouse kit will be purchased from Home Depot to include misting system, tables, vent/heat and pollinating device. \$15100 (to include shipping charges) The Greenhouse Kit will be erected by staff and students while Home Depot has volunteered their services to assist with the project, with their knowledgeable construction staff. Electrical to the Greenhouse from the school has been estimated at \$20000. Additional Insulation will cost \$600. Soil, seeds, plants and containers is estimated at \$5000. Governance = \$5000

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.

5,000.00 a. Sustainability Year 1

5,000.00 b. Sustainability Year 2

5,000.00 c. Sustainability Year 3

5,000.00 d. Sustainability Year 4

5,000.00 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 costs budgeted are the same as the current quotes for seed, soil and containers. However, YouthBuild has already researched and found many small grants to cover these costs. We also have community partners (Home Depot and Cleveland Construction) interested in the future of the project and are therefore willing to assist with any said expenses. I could easily state there would be no sustainability costs but I will add these, just in case. The overall savings on what is spent on breakfasts, lunches, attendance/discipline issues and failing students, more than makes this project sustainable. The evidence is provided in the many links attached of data collected by schools, communities and other government entities, whom have already witnessed the successes and positive outcomes of feeding hungry students nutritional foods.

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.

Cost in overall spending on breakfast in lunch, less future science curriculum, savings in staff fte and staff time spent on attendance and therefore discipline issues, less years to graduate students = less funds spent altogether on student education. Less science lab expenditures.

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.

na - Youthbuild does not want to reallocate the savings, when we already have partners on board for the small future costs. NO reallocation is needed, however and seed or soil needed in the future can easily be covered by the savings in staffing, breakfasts/lunches and science lab costs. The amount of partner participation and community interest will grow with the advertised and word of mouth and success of the program.

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 Range Feb 2016 to end of April 2016

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

If the Green YouthBuild Project is funded, we will begin re-planning in February by first checking to make sure all the current quote amounts are still good then arranging dates with our community partners to "break ground". We will begin with the clearing of the site and adding footers for the Greenhouse kit to be placed upon. Every part of the project will include staff and students to make it "our own", therefore everyone will feel a sense of accomplishment upon completion. Weather allowing, the Greenhouse will be erected by the end of April. Youthbuild students have been questioned regarding growing fruits and vegetables and most responded they have never seen vegetable as a plant. For some this will be the first realization their food is an actual plant. Data compilation for student involvement and attendance, to start from the beginning of the project. Students and staff's opinions will also be noted in the data. For instance what they liked or didn't like. We want to do more than prove to ODE but share with the successes of similar programs nationwide, to make school greenhouses, a common curriculum. The basis of the project will be done, but the learning will just be beginning.

22. Implementation (grant funded start-up activities)

a. Date Range May 2016 to August 2016

b. Scope of activities - include all specific completion benchmarks

In May, the greenhouses interior would be completed by adding containers and boxes for plants to grow. Vegetables and fruits will be planted. End of May beginning of June we will be full of seedlings, learning all about the plants and soil as their plants grow. Students will be educated first hand on horticulture, soil additives, insecticides and carbon emissions. Students will learn the watering systems and when light should be added. Data will continued to be monitored to prove the successes of other school Greenhouse programs.

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

a. Date Range August to October 2016

b. Scope of activities - include all specific completion benchmarks

Green YouthBuild will be celebrating the first harvest while attracting new students and community partners. Students will begin adding their

fruits and vegetables to their daily school breakfasts and lunches, while learning nutritional benefits and how to cook and prepare the fruits and vegetables they grew themselves. Students will be shown the cost of buying organic fruits and vegetables, versus growing and the savings, therefore. The first year may not be an abundance but in case it is, we will share whatever we can with our community. Upon harvesting the cycle will begin again for new and returning students to begin planting again. Second year students will go in to more depth of horticulture, nutrition, etc.

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:

YouthBuild does not expect to have serious changes to staffing and otherwise organizational practices. The project is easily added into the Science curriculum as well as community services, already monitored via the full time AmeriCorps Manager. Therefore additional staff and additional hours to the day will not be necessary. Highlighting the successes of the project will bring more interest to previously dropped out students. in our community, to improve their lives and make them career ready and possibly go on to college. These successes also empower our current Community Partners and like students, improves their interest in watching YouthBuild achieve and overcome weaknesses in our community to include hunger due to poverty.

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:

Leigh Ann King, School Administrator, lmorrison@youthbuildcolumbus.info, 614-291-0805

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.

Successes will be evaluated through benchmark assessments already utilized. I would not want to take up student/teacher time for additional testing but I do think we will find the same or similar like successes other greenhouse projects across the country have found in utilizing good nutrition, wiping out hunger and the future sustainability the Green YouthBuild Project will uphold. Below are the anticipated outcomes in student achievement for the Green YouthBuild Project. YouthBuild will assess student progress through attendance and benchmark assessments already tested for Drop Out Recovery Schools. The results of these assessments allow administrators to determine whether or not students have successfully met standards. Twice each year data will be collected, analyzed and reported to students' families within a progress report. YouthBuild staff will track student progress by giving a diagnostic test recommended by the state of Ohio (MAPS) in September as well as May, beginning at the projects implementation of Spring 2016. Each student is expected to make a year's worth of progress based on their Student Learning Objectives. We will assess student progress through benchmark assessments to determine mastery of Common Core State Standards in Science (as well as other subjects) The results of these assessments allow teachers to determine whether or not students have successfully met science and technology standards. Continued increase in test scores and attendance will be measured through the following seasons and year. For Science across the identified grade levels (11th to post secondary): 60% of students will progress to meeting expectations. 10% will progress to exceeding expectations. 30% of students will progress to approaching expectations. Other Assessments: Attendance: Increased attendance each year at each school for participating grades by 25% Graduation: Increased graduation rates at each school for participating grades by 25% Attitudes: Student attitudes and efficacy at each school for participating grades will improve by 25% Increase PSE activity by 15% These percentages are based on recent literature, surveys and guidance of similar schools with Greenhouses while adding in what YouthBuild would like to see in progression through this project. A guidance will be made available of the strengthening of attendance and benchmarks to share successes with similar or any other type of program. YouthBuild would also like to share the project results with YouthBuild USA and USDA as well as other colleges currently researching Greenhouses in schools.

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.

As stated Greenhouse Projects have already proved their success, nationwide. The data collected, curriculum created and all resources measured with this project will be monitored and compiled into a model to readily share and understood to anyone who may be interested.

An outline created from begin to end will graph the time and funds needed to succeed with the project. Parts could be strengthened, such as the science aspect of horticulture or the if less time is available possibly leave out the education in cooking the fresh fruits in vegetables. At any part taken, their is so much strength in this project to educate disadvantaged, homeless, pregnant, hungry students to provide for themselves, if needed, is life altering. The successes already proven with attendance and strengthened student interest is amazing and not one YouthBuild would like to miss out on. This project is not necessarily just for the high disadvantaged students, it can be implemented within any demographics and highlight amazing results.

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 Leigh Ann King (Morrison)

Consortium

Youthbuild Columbus Community (132985) - Franklin County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Consortium Contacts

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

Partnerships

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Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

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Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Leigh Ann	King	School Administrator	Oversee the timeline and implementation of Green YouthBuild Project to include design, curriculum, expenditures and community service.	Experience Community Housing and Development Organization April 2015 - Present (8 months)Columbus, Ohio CHODO Chair (currenty) July to Present CHODO board Secretary and Treasurer April - June Grant Administrator AmeriCorps January 2015 - Present (11 months) Columbus, Ohio Area Community relations,service opportunities and fiscal compliance President King Education ConsultingSeptember 2011 - Present (4 years 3 months) Ohio Fiscal and Compliance Education Consulting School District Administrator YouthBuild Columbus Community SchoolSeptember 2007 - Present (8 years 3 months)Columbus, Ohio Area - Maintain Community School Compliance per ODE Guidelines/Manage Audits for all Programs - Submit data to Ohio Dept of Education for purposes of Foundation Payment and District Report Card Data via Education Management Information Systems - Annual Budget, Accounts Payable/Receivables and Payroll - FLI and EMAD Reporting - EYT Coordinator - CCIP, Federal Programs and Grant Management - IT Procurement and Management - Education Plan Writing for Career Tech Education Programs; Manage CTE Programs and Articulation Agreements - Americorps Director; Maintain Fiscal Maintenance for Grant and Supervise Americorps Staff - Manage Lunch Program - CTE Construction Advisory Board Member	Experience Secretary and Treasurer Community Housing and Development OrganizationApril 2015 - Present (8 months)Columbus, Ohio CHODO Chair CHODO board Secretary and Treasurer Add Media: Grant Administrator AmeriCorpsJanuary 2015 - Present (11 months) Columbus, Ohio Area Community relations,service opportunities and fiscal compliance Add Media: President King Education ConsultingSeptember 2011 - Present (4 years 3 months) Ohio Fiscal and Compliance Education Consulting Add Media: School District Administrator YouthBuild Columbus Community SchoolSeptember 2007 - Present (8 years 3 months) Columbus, Ohio Area - Maintain Community School Compliance per ODE Guidelines/Manage Audits for all Programs - Submit data to Ohio Dept of Education for purposes of Foundation Payment and District Report Card Data via Education Management Information Systems - Annual Budget, Accounts Payable/Receivables and Payroll - FLI and EMAD Reporting - EYT Coordinator - CCIP, Federal Programs and Grant Management - IT Procurement and Management - Education Plan Writing for Career Tech Education Programs; Manage CTE Programs and Articulation Agreements - Americorps Director; Maintain Fiscal Maintenance for Grant and Supervise Americorps Staff - Manage Lunch Program - CTE Construction Advisory Board Member	Bachelors in Accounting and Finance	0	