

## RREV's Innovative Pilot Template

As part of the **Innovative Mindset and Pilot Development** courses being offered through several of Maine's institutions of higher education, the RREV project uses a consistent template for the creation of all future pilots. Because every pilot created and tested with RREV funds WILL BE published in EnGiNE, we want all of Maine's educators to have the assurance of consistency.

This template provides an outline of the components required of an Innovative Pilot. The information in this template will serve as the basis for requests for school/district level project funding.

### Section 1: Define the Need

#### A. Describe your innovation.

*Consider what evidence supports the need for innovation and the evidence that suggests your innovation will improve the current situation.*

This pilot seeks to innovate Pre K-12 education within the Portland Public Schools which is a large, 17 school, urban, public, diverse district in the Northeast serving 6700 students speaking over 64 languages. With 50 % of students receiving free or reduced lunches, equity is at the heart of the Portland Promise and a necessity as we envision large-scale district initiatives.

Studies show that both before and increasingly as a result of the pandemic, students are largely disconnected from the world around them, and in particular, the natural world. Young people between the ages of 8-17 are spending over 7 hours and 40 minutes on screens a day thereby reducing the time of physical, social, and in-person experiences which promote SEL, physical and mental wellness, and help students connect to the environment outdoors.

Our innovation centers around Environmental Literacy and Equity through the pathway of Outdoor and Experiential Learning and Teaching at the Pre K -12 level.

Part One of our innovation:

**Cohort for Embedded Outdoor and Experiential Learning and Teaching** is a Pre K-8 initiative to create a coherent, integrated, standards-aligned model for how to embed Outdoor and Experiential Learning into the daily classroom experience. The Cohort Leader, our district's Outdoor and Experiential Learning Coordinator, will work in a team teaching model with teachers and students to design the school day to integrate environmental literacy practices, Wabanaki studies, STEM, and Content-Based Literacy with Outdoor and Experiential Learning. The aim is for the classroom experience to become permeated with place-based learning within the living schoolyard. Additionally, some fieldwork will enhance local schoolyard knowledge by exploring local ecosystems and their environments.

Part Two of our innovation:

**Summer Credit Recovery Experience:**

The Summer Credit Recovery Experience is a 9-12 grade initiative to transform the current three-week summer seat time model into a dynamic, experiential, and outdoor learning intensive. This innovation acknowledges the struggle that some students have with a more “traditional” education model while also addressing the lack of social connections and maturing many students missed due to remote learning. In addition to the usual demand for the summer credit recovery program, the pandemic increased unfinished learning, creating the need to revise existing strategies and design new ones to help all students graduate high school with a mastery of grade-level and standards-aligned curricula.

Students will participate in a highly engaging, experiential, and outdoor intensive in the content area meeting their credit recovery needs while building social connections and self-esteem. Our aim is that the nature of this model increases attendance and achievement for those who need it.

Lastly, each course will integrate Environmental Literacy Practices\*\* and have a place-based and critical pedagogy mindset.

In P.P.S., we are deeply committed to students developing a strong sense of place through their own belonging to the landscape and a deep understanding of the many thousands of years this land has been stewarded by the Wabanaki people. As is evidenced in this project proposal, our aim (except for integrated fieldwork) is to be based within our district’s location for our place-based, outdoor experiences. Since environmental literacy is at the heart of our aim, embedding learning into the school instruction reduces barriers for all students, reduces our carbon and transportation footprint, and creates powerful connections to the living schoolyard and the surrounding ecosystem.

While not a part of this proposal, it seems pertinent to share that Public Schools is launching a multi-year process towards Building Outdoor Skills for Everyone (B.O.S.E.). In this program, each grade will embark on seminal childhood outdoor experiences from swim lessons to learning to ride a bike, a nature walking curriculum culminating in an 8th grade ten-mile walk on the Forest City Trail in Portland. It will also include a high school trip on the Sebago to the Sea Bike or Paddle Trail to explore the watershed, which has been woven throughout their schooling. The rationale is twofold. First, we feel it is essential that students develop the needed skills for outdoor learning to be safe and comfortable. Secondly, students will gain life-long skills which boost emotional and cognitive development. Also, as we know that the Outdoor industry in Maine is double the lobstering industry and projected to grow, our R.R.E.V. innovation in conjunction with B.O.S.E. serves to open up new career pathways which might not be possible otherwise.

\*\*Environmental Literacy Practices are a set of building blocks and activities to create sustained and meaningful relationships with the natural world. Their aim is to help students/teachers understand the interconnectedness of all systems of life through ecological, economic, and cultural contexts, introduce an indigenous worldview, develop cognitive and affective dispositions, grow knowledge of environmental concepts and awareness of the responsibility

needed at this time in our community, state and larger community, as well as the cognitive skills and confidence to act with respect to improve the well-being for all living beings.

B. Identify which students would be impacted, targeted, or supported by the innovation.

*Review the evidence – quantitative and qualitative data and research – that indicates this group of students is considered the most vulnerable and would benefit from the described innovation.*

*Data you can use to inform your innovation, rationale, and targeted student population include the performance of various groups of students (e.g., students in rural locales, students from low socio-economic conditions, students with disabilities, students who are ELs, students at risk for dropping out, student who are homeless) with regard to academic achievement, graduation rates, social-emotional and mental wellness, economic data, and/or workforce participation.*

This innovation has multiple levels within its intent. However, the commonality of this interconnected aim is to create and deepen equitable access to the outdoors, the natural world, and place-based experiences for all students. Extensive data shows an unequal distribution of nature in the United States. Maine is no exception, although the dominant cultural norms might make it appear otherwise.

In Maine, communities of color are more than three times as likely to live in nature-deprived places than their white counterparts. Also, 72% of low-income people/families live in nature-deprived areas in our state. This barrier is not a matter of choice but a systemically racist structure that creates environmental, health, and social inequities. Given what we know about the impact of nature on children's well-being, children from low income and families of color are routinely deprived of the same health (cognitive, mental, and social) benefits of white families.

To correct for the inequitable distribution of access to nature among other barriers which racially, economically, LGBTQ, disabled, and other marginalized people face, our project aims to provide meaningful, school-based outdoor and experiential learning experiences which are at grade-level and standards-aligned embedded within the school day. The aim is to boost children's social, emotional, and physical well-being while promoting patterns of success and achievement by enriching their standards-aligned curriculum.

As of October 2021, AAP (American Academy of Pediatrics), AACAP (American Academy of Child and Adolescent Psychiatry), and CHA (Children's Hospital Association) have declared a national emergency for children's mental health. This is a matter of concern for all students. Since we know that being outside helps regulate the nervous system, foster connections with self and others, and lower stress levels, our innovation directly responds to this concern.

The summer credit recovery part of our project targets students who have not benefitted from the teaching style in their school or have other individual barriers to learning and thereby, need seat time to graduate.

Last year, PPS had 53 students who needed a science credit recovery class, but only 17 students showed up for Credit Recovery. Science credit recovery students represent 25% of the students

needing credit recovery, but only 13% showed up to take the class. There are currently over 70 students at PHS who are failing a science course. The only current model is for students to take the same class repeatedly.

We aim to revolutionize this model into a program where students can earn the necessary credits to graduate and participate in a dynamic program that captures these students' attention, reduces and removes barriers, and re-ignites their motivation to be active learners.

What makes our innovation essential for vulnerable populations is that it creates equitable access to meaningful learning opportunities outdoors during the school experience. Our aim is for health equity, social justice, and equitable access within the school day for our students. Given the deep inequities caused by environmental racism, the best way is to infuse students' core instruction with outdoor experiential opportunities by reducing and lowering as many barriers as possible. By giving all children access to meaningful school, place-based experiences, students from all backgrounds receive an equitable opportunity to be active and engaged environmentally literate community members as well as opening the door to outdoor and green career fields.

## Section 2: Describe the Innovation

### A. Describe the goals of your innovation.

*Consider how your innovation will meet the needs of the identified target student population(s) and how you plan to achieve your goals. Additionally, consider any changes in policy, practice or structures you expect as a result of the innovation.*

#### Innovation and Needs:

Historically, the dominant culture in the United States presents views of the quintessential childhood which are unrealistic for many of our students. Given that 80% of children in the US live in urban areas, many of these so-called seminal childhood experiences are only occurring for 20% of students. Additionally, many of these images appear in rural locations, such as children playing in the woods or exploring remote areas with their parents. Also, it is vital to mention that the outdoors is not safe for all people. People of color and indigenous people have a long history of being victimized outdoors, which continues today in our state. Also, African American populations are three times as likely to die of pollution given where they live and recreate. Due to these statistics and racial and economic realities, we feel that school-based outdoor and experiential learning is a pivotal element to shift the narrative to include all students from diverse backgrounds and give access that can improve their life and educational experience.

By meeting with teachers, building leaders, and parents, we will hear needs and concerns to ensure that our actions are aligned with best practices for the families and students in our district.

#### Changes in Policy:

This is mentioned below. Work is underway at the district level to create more time for this integrated vision at the building level.. This spring we will work with building leaders in preparation for their school success plan next year.

Structures:

Building Gear Libraries this year.

With the grant, year-round outdoor structures will begin the process of securing these at all schools to allow for protected year-round learning in a safe and comfortable environment.

Outdoor Wifi is being installed at MS/HS levels which will serve to allow the SCRE students to complete their fieldwork outside of the building.

B. Describe activities included in your plan for each stage – preparation (P) or implementation (I) – of your innovation.

- **Preparation** includes building stakeholder awareness, establishing routines and processes, and coordination of logistics.
- **Implementation** includes planned implementation activities, as well as professional development for the educators participating in the innovation.

	<b>Activity</b>	<b>Purpose</b>	<b>Stage (P or I)</b>	<b>Date of Completion</b>	<b>Person Responsible</b>
1.	Meeting with Principals/Building Leaders	Building Stakeholder Awareness	P	May 2022	Katie, Brooke
2.	Application for Cohort teacher group	Deciding core pilot group	P	June 2022	Katie, Brooke
3.	Cohort Preliminary Meeting	Discuss Logistic for the following year. Address questions	P	June 2022	Brooke, Katie
4.	Affinity Group Meeting	Leverage interest of all applicants (those who do not get chosen) to see if they would like to participate in ongoing informational meetings (looking to be a part of year 2 implementation in 23-24)	P	June 2022	Brooke, Katie
5.	Vision Sharing with Full Academics Team (District Level) and School Board	Connecting all district stakeholders to process underway and receiving feedback	P	June 2022 (possibly earlier)	Brooke, Katie

6.	Teacher Cohort Leader curriculum development	Design integrative units for Outdoor, Experiential Learning with standards-aligned curriculum	P	June 2022-Augus t 2022	Katie
7.	Cohort Retreat Day	Create group cohesion and build a shared narrative, and frame year process	I	August 2022	Brooke, Katie, Christel, Scott, Molly
8.	Ongoing Cohort Meetings	Monthly Required Meeting  Bi-monthly optional Check-in	I	Sept 2022-June 2023	Katie, Cohort
9.	Teacher/Learning Instructional Days	Building teacher and student capacity, creating routines and structures, piloting curriculum	I	Sept 2022-June 2023	Katie, Teachers, Students
10.	Communicating teacher and student experiences via blog and media	Building Culture and teacher capacity, increasing community awareness and creating a portal for teachers in the state to follow progress	I	Sept 22-June 2024	Katie and Cohort
11	Community Night	Build awareness of developments and culture for following year extended implementation	I	April 2023	Katie, Brooke, Team, Cohort
12.	Cohort Professional Development	Quarterly Instruction on Outdoor Experiential Learning Strategies and Pedagogy	I	Sept 2022-June 2024	Katie and Cohort (possible Affinity Group)
	<b>Summer Credit Recovery Program Pilot</b>				
1.	Advertise for Teachers to help design a one-week Credit Recovery Experience	Find personnel	P	March 2023	Brooke, Katie, Molly
2.	Review Applications	hiring process	P	March 2023	Molly, Brooke, Scott
3.	Meeting with SCRE* intensive teachers	Expectations, Goals, and Vision	P	April 2023	Molly, Brooke, Scott, Katie

4.	Design curriculum	Integration of SCRE requirements and Experiential Learning Pedagogy	P/I	April-June 2022	SCRE teachers, Molly, Brooke, Scott
5.	Creating Template of Instruction for SCRE Intensive Model	Building Teacher Capacity	P/I	May 2022	SCRE team (Teachers and Molly, Brooke, Scott, Katie)
6.	Reflection and revision of Model	Review Innovation on successes and failures	I	July 2022	SCRE Team
7.	Run SCRE Intensive-Year 1	Deliver content for credit recovery	I	July 2022	Teachers, Molly
8..	Reflection and Review Meeting	Review summer data and Brainstorm additions for summer 2023. Brainstorm new ideas and course possibilities	P	October 2023	SCRE Team
9..	Repeat interview Process and scale up the process to 5 classes year 2	Building program	P/I	Spring 2023	SCRE Team
10.	Informational Night about a new model for students	Building Culture, program awareness, and informing prospective students	P/I	Spring 2023	Molly, Brooke, Katie
11.	Learning Lab for DOE on the new model and replicability in other districts	Sharing Narrative cross-state  Building awareness and capacity for educators	P/I	Spring	Molly, Brooke, Katie

\*SCRE=Summer Credit Recovery Experience

### Section 3: Define Innovation Outcomes & Measure to Assess Outcomes

- A. Identify the outcomes (i.e., student outcomes, changes in instructional practices, changes in student practice) that you expect to see as a result of your innovation.

Consider both short-term and long-term outcomes, at different points in the time (e.g., at 6 months, 12 months, 2 years and 3+ years).

Innovation Outcomes	Length of time
<b>Cohort for Embedded Outdoor and Experiential Learning and Teaching</b>	
Connected to School Yard as Place for Learning	6 months

Deeper awareness of the interconnectedness of local ecosystem	6 months
Greater interpersonal bond between student: student, student: teacher (SEL Benefit)	6 months
Decreased Behavior Intervention and decreased office referrals	6 months
Improved attendance	12 months
Analysis of Cohort and non Cohort same grade level student and see a difference	12 months
Higher Achievement Scores on Standardized Tests	2 years / 3years +
Students perceive themselves as part of local community and community perceives students as involved	2 years / 3years +
Program Demand Increases-Embedded to differing degrees in all PPS Pre K-8 Classrooms	5 years
Statewide/Nationwide Model for Embedding Outdoor and Experiential Learning and Developing Environmental Literacy within the Elementary and Middle School Classrooms	5 years
Outdoor and Experiential Learning systematically embedded into the Vision and Pedagogy of PPS	10 years
<b>Summer Credit Recovery Experience</b>	
Higher Enrollment	1 month
Higher Attendance and Completion Rates	1 month
Favorable Student Surveys	1 month
Analysis of Student Behavior and Performance SCRE* and Non SCRE Students	6 months
Increased Program Demand from Student, Teacher, Parent Community	12 months
Deepening of SCRE Culture	12 months
Increased Student Performance	12 months
Students report improved self view as a student	2 years / 3years +
Higher Achievement Scores on Standardized Tests/In Class Performance	2 years / 3years +
Statewide Leader for Summer Credit Recovery Experiences-transforming Seat time into	2 years / 3years +



Experiential Learning opportunities for all students	
Program opened to all students not only for credit recovery	5 years
Rationale proven for deeply embedded experiential learning and creates district wide opportunities	10 years

\*SCRE=Summer Credit Recovery Experience

Studies have shown that student behavior, engagement, and cognition is improved through learning outdoors and experientially. We will use SEL assessments, observational data, and document anecdotal evidence from teachers about greater engagement and performance. It is our intention to link this innovation to both academics and behavior as there is a dearth of research at the upper elementary grade levels and up.

B. Describe your plan for collecting and reviewing data to assess your innovation outcomes.

*Potential data to collect includes qualitative and quantitative data (e.g., surveys, interviews, focus groups, observations, exit tickets, and on-demand assessment(s) that can be considered.*

	<b>Data Type</b>	<b>Baseline (B) Interim (I) Summative (S)</b>	<b>Frequency of Data Collection</b>	<b>Person(s) Responsible for Collection and Data Quality</b>
1.	All Staff Survey	B	one time	Katie
2.	Targeted student Surveys	B	one time	Katie
3.	PTOs focus group	I	ongoing	Katie
4.	Parent University	I	ongoing	Katie
5.	Building Leader Interviews	I	annual	Katie, Brooke
6.	School Observations	I/S	ongoing	Katie
7.	Snapshot Tool for Walkthrough-Building Leader and Outdoor Learning Liaisons	I	monthly	Katie
8.	Exit Tickets for Cohort Meetings and Retreats	I	ongoing	Katie
9.	Exit tickets for SCRE* Team	I	ongoing	Katie
10.	Parent and Student Survey for SCRE	I	July 2022	SCRE Team

11	Analytics for Student Success in SCRE and Cohort Model	S	ongoing	Katie, Brooke
12	Analytics for School Attendance	S	ongoing	Katie, Brooke
13	SCRE Teacher survey	S	August 2022/August 2023	SCRE Team

\*SCRE=Summer Credit Recovery Experience

- C. Describe how you will **scale and sustain** your innovation, including necessary policy changes, changes in mindsets, capacity-building activities, and **long-term financial sustainability**.

*Consider the systems changes that this innovation will require and promote.*

#### Change in Mindset and Capacity Building:

A large part of our innovation is culture and capacity building through direct student and teacher contact and curriculum development.

Since teachers are disconnected from nature, working directly with a Cohort Leader, a team, and their students allows all parties to gain confidence in the learning and teaching process. Studies prove that direct modeling with experiential education increases the integration of this new pedagogy by 30%. Along with this modeling, The Cohort Leader/Outdoor and Experiential Learning Coordinator and teachers will team up to create a standards-aligned curriculum, inquiry-based and student-centered. This modeling and integrative approach will make a good base or, metaphorically, good soil for sustaining life.

We envision that this core group of cohort teachers becomes the sunlight that allows for the photosynthetic process in their colleagues, encouraging the transformation of one pedagogy for the new ways of another. As teachers begin to integrate different elements of the embedded Outdoor and Experiential Learning Model, they can share the fruits of their efforts and learning, not only improving their teaching but increasing a sense of collegial collective knowledge.

Ultimately, the goal is to have all teachers embed outdoor and experiential learning practices into their school days, thus increasing environmental literacy for all students, themselves, and the greater school community.

This community and capacity building, in turn, enriches the school's growth as it cultivates new mindsets and promotes growth for all stakeholders. Studies show that an enriched connection to the natural world affects all people regardless of age, race, or gender. Adult stakeholders will benefit as their understanding of environmental literacy grows, which will help to continue to propagate this approach for years to come as the benefits are seen and felt.

Policy Changes:

We will approach any necessary policy changes in a two-fold manner. One is at the district level to work with our district-wide initiatives to see if there is coherence with the vision of Outdoor and Experiential Learning and the content area-based initiatives. Secondly, change will need to come at the building level to work with building administrators to structure and restructure the program and schedule to maximize learning, focusing on the intersection of the whole child and achievement (two pillars of The Portland Promise).

Long Term Financial Sustainability:

Most of the requests within this grant are one-time only expenses to design and create the framework for the learning and teaching structures in an environment where this has not been the approach. Additionally, other line items are single purchases that will last for a duration of time with maintenance.

Regarding the expenses for supplies or transportation, we believe that our pilot years of fieldwork and the essential supplies will provide the necessary evidence to secure funding within our local budget.

SCRE:

The first two years of piloting and growing the program will be proof of concept to support a shift from funding towards the traditional Seat Time approach to Credit Recovery Experience. It is a matter of shifting how the funds are spent, and this innovation will be the means to create the data necessary.

- D. Describe the feasibility review you engaged in during the development of your innovative pilot plan, including which aspects of the plan for the pilot were reviewed, which stakeholders were engaged, feedback received and revisions made to the plan as a result of the feedback.

In late summer 2020, PPS made a bold move toward supporting outdoor learning across the district. To this end, the district hired an interim outdoor learning coordinator, who procured infrastructure and materials and led generalized teacher professional development. This process included the construction of 156 outdoor classrooms in 17 buildings.

In the fall of 2020, the need for a full-time permanent outdoor learning coordinator became clear. To this end, steps were made to join the first RREV cohort to secure funding for this position. Due to circumstances, the course was not able to be completed.

PPS and its community ultimately saw fit to include the position in its local budget for 2021-2022 and beyond.

Joining the second cohort of RREV, we are moving beyond the feasibility of having outdoor learning coordinate to moving it into the curriculum Pre K -12 district-wide.

Through surveys, interviews, conversations, and professional development, it is clear that we have a groundswell of support for this initiative, and the feedback highlighted the distinct need for modeling and capacity building for teachers and students.

Concurrently, Pre K-12 Wabanaki Studies Curriculum is poised to be launched and integrate this innovation at the perfect time. Similarly, a district-wide, Next Generation Science Standard aligned elementary curriculum is being established, thus opening another door of innovation and integrating outdoor and experiential learning with a standards-based curriculum across a large urban, 17 school district.

Nationwide, such systemic efforts are still in the very early stages, and PPS is often sought out as a model for innovating the Pre K-12 curriculum towards a more integrated and cohesive outdoor and experiential learning model within the public system.

<b>Feasibility Review</b>	
Plan	<p>The power of us already having an Outdoor Learning Coordinator is to see the next stage of innovation for Outdoor and Experiential Learning for our district and others in the state. We can see the throughlines and recognize where teachers, administrators, and students need help seeing the connections towards a more integrative model.</p> <p>The Outdoor Learning Coordinator has worked with teachers in a casual, voluntary, and pandemic constricted form this year. We have reached a threshold of student and teacher interest and lack of knowledge about how to teach outside and experiential pedagogy, allowing teachers and students to integrate their grade level successfully, high expectation, standards-based content.</p> <p>For example, students were surveyed at one of our middle schools in Spring 2021; 95% of the respondents said they would like to continue outdoor learning with their studies.</p>

Stakeholders	<p>The process this fall shows the need to go beyond simply “going outside for health and safety” and propels us towards a larger and more coherent model with a shared instructional vision and model.</p> <p>As the Outdoor Learning Coordinator worked to build capacity and community, it became clear that it was essential to inform stakeholders such as district leaders and eventually the entire academic team of the pedagogy and principles, which would make a coherent model possible.</p> <p>In sharing the systemic innovation model towards an experiential model integrated with outdoors and standards-aligned learning, the above stakeholder commitment grew. The Outdoor Learning Coordinator is currently preparing to present the model to all building leaders.</p> <p>This places us on good soil to successfully and sustainably grow the proposed innovation.</p>
Feedback	<p>Reviewed Module Work and Template with Team. Received feedback and information about Summer Credit Recovery (existing) how it operates. Found out that our innovation matches a district one in that both models seek to shorten Credit Recovery to 1 week. However, our program will be experiential and outdoors with fieldwork. Now, we will have a control group for better data collection.</p> <p>Received feedback about how we need to work specifically with principals and as building leaders to set the tone for innovation and proposal. Connect district work with buildings and then teachers.</p> <p>Made plan to put a note to all Building Leaders in Feb note to Admin to begin conversations around vision.</p>
Revisions	<p>Mentioned above.</p> <p>Notify Building Leaders. Set up info sessions.</p> <p>Create a info sheet for potential cohort members for application purposes.</p>

#### Section 4: Identify Key Expenses

- A. Identify the key expenses associated with the preparation, implementation, and ongoing refinement of your pilot.

*Expenses could include staff time, materials, professional development activities, facilities, and other related expenses. This section does not need to include specific costs, but rather list out the different costs that should be considered to implement the innovation.*

Budget Category	Year 1 Expenditures	Year 2 Expenditures

<p>Personnel Services-Salaries (1000) and Employee Services (2000)</p>	<p>Stipends Cohort Leader: \$17,500 includes summer too Cohort Teachers: \$3000 each (PK-8=\$30,000)</p> <p>High School Summer Credit Recovery Experience: \$3120/teacher x 3 = \$9,360 (includes 80 hours at \$30/hr and 30% benefits cost)</p> <p>\$1560 for curriculum design and review (40 hours at \$30/hr and 30% benefits cost)</p> <p><b>Total: \$58,420</b></p>	<p>High School Summer Credit Recovery Experience: \$3120/teacher x 5 = \$15,600 (includes 80 hours at \$30/hr and 30% benefits cost)</p> <p>\$1560 for curriculum design and review (40 hours at \$30/hr and 30% benefits cost)</p> <p><b>Total: \$17,160</b></p>
<p>Purchased Professional and Technical Services (3000)</p>	<p>Purchase and installation of 3 year round outdoor learning structures--\$30,000 each (\$90,000)</p> <p><b>Total: \$90,000</b></p>	<p>0</p>
<p>Purchased Property Services (4000)</p>	<p>Memberships to related organizations--\$1000 School Membership to Apps for Outdoor Learning (Bird ID, Citizen Science, and Phenology Online) \$1000</p> <p><b>Total: \$2,000</b></p>	<p>Memberships to related organizations--\$1000 School Membership to Apps for Outdoor Learning (Bird ID, Citizen Science, and Phenology Online) \$1000</p> <p><b>Total: \$2,000</b></p>
<p>Other Purchased Services (5000)</p>	<p>Professional Development Led by Cohort Leader--\$0 Led by outside organizations/speakers (Wabanaki knowledge holders, People of Color)--\$10,000 PD for Cohort Leader--\$1500</p> <p><b>Total: \$11,500</b></p>	<p>PD for Cohort Leader- \$1000</p> <p><b>Total: \$1000</b></p>
<p>General Supplies (6000)</p>	<p>Cameras \$25,000 Books \$5000 Consumables \$5,000 (\$500 per cohort teacher) Weather Stations 1 per school=\$3500 Outdoor and Experiential Learning District wide Lending Library of teaching supplies \$6,500</p>	<p>Outdoor and Experiential Learning District wide Lending Library of teaching supplies \$400 Consumables \$2500 (\$250 per cohort teacher)</p>

	<b>Total: \$45,000</b>	<b>Total: \$2900</b>
PROPERTY (7000)	0	0
MISCELLANEOUS (8000)	Field Work: PK-8 cohort students \$5000 (transportation and entry fees)  <b>Total: \$5,000</b>	Field Work PK-8 cohort students \$15,000 (transportation and entry fees)  <b>Total: \$15,000</b>
Year One Total:	\$211,920	
Year Two Total:		\$38,060
<b>TOTAL:</b>	<b>\$249,980</b>	