



Museums for America

Sample Application MA-10-17-0193-17

Project Category: Learning Experiences

Funding Level: \$5,000 – \$500,000

Garfield Park Conservatory

Amount awarded by IMLS: \$152,693

Amount of cost share: \$159,569

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2018 Museums for America grant program differ from those that guided the preparation of FY2017 applications. This year, the maximum that may be requested from IMLS is \$250,000. Be sure to use the instructions in the FY2018 Notice of Funding Opportunity for the grant program and project category to which you are applying.

Abstract

The Garfield Park Conservatory (GPC) in Chicago, Illinois is undertaking a new initiative to expand and deepen its offerings for Chicago students and teachers, with a focus on meeting the needs of Title I schools and under-served schools on Chicago's West Side in particular.

This new Student Engagement and Educational Development (SEED) program will (1) increase the quality of field trip experiences for PreK-8 Chicago students visiting the Conservatory, (2) support teachers in planning and connecting their Conservatory field trip to their classroom, (3) align field trip content to Next Generation Science Standards, (4) more deeply connect West Side schools to the Conservatory, and (5) provide increased access to STEM-based field trips for Chicago's Title I schools.

GPC offers teachers and students a unique field trip destination where they can take the scientific concepts they study in the classroom and observe them first-hand within a living plant collection. The Conservatory currently hosts nearly 15,000 visitors on school field trips annually, but has the capacity to serve 25,000 teachers and students per year. More than 50% of teachers surveyed by GPC have requested that more standards-based resources connecting the Conservatory's plant collections to their classroom curriculum be made available online. The SEED program has been designed to meet this and other needs identified by teachers, and endeavors to overcome the barriers that prevent Title I and West Side neighborhood schools from taking field trips to the Conservatory.

The SEED program will offer teachers a dynamic set of experiences and resources that are aligned to national standards, available online and provide connections between the classroom and the Conservatory. Staff-led activities and pre- and post-visit lessons and resources will increase the cognitive and affective impact of the field trip experience on visiting school children. Moreover, the SEED program will incorporate a partnership component for neighboring West Side schools and a separate scholarship program for select Title I schools interested in visiting the Conservatory. The SEED program's West Side school partnership component will further solidify the Conservatory as a community anchor within Garfield Park, while also helping to combat the lack of cultural capital within these low-income communities. By formalizing relationships with up to 10 West Side schools, GPC will ensure that students with historically limited exposure to cultural assets and lower academic success will have increased opportunities for cultural and learning experiences through repeat visits to the Conservatory.

GPC will roll out the SEED program over three years (2018-2020) to allow time for resource development, programmatic piloting and visitor feedback. GPC will start with the development of three learning experiences and their accompanying online and on-site resources, as well as a small partnership program. In the second year, GPC will focus on developing three additional sets of experiences and related resources, expand partnerships to additional schools, and start piloting and rolling out activities for visiting groups. In year three, GPC will continue with the previously developed components of the SEED program, and also start to develop and pilot in-depth workshops with partner schools. GPC will track programmatic success through a multi-faceted evaluation approach that includes teacher and student surveys, observations, interviews and attendance records.

1. Project Justification

What do you propose to do?

In 2015, the Garfield Park Conservatory Alliance (GPCA) hosted 14,777 visitors on school field trips to the Conservatory, providing a basic experience that included a short orientation of the facility, an overview of the plant collection and an optional scavenger hunt. The Conservatory has the capacity to serve an additional 8,000 visitors annually through school field trips. GPCA is requesting funds for a three-year project to significantly enhance its school field trip program, building its capacity to serve more students and teachers each year, and making it more appealing to teachers, more engaging for schoolchildren and easier to access for low-income schools that struggle to provide field trip experiences for their students.

GPCA's new Student Engagement and Educational Development (SEED) program will: increase the quality of field trip experiences for PreK-8 Chicago students visiting the Conservatory; support teachers in planning and connecting their Conservatory field trip to their classroom; align field trip content to Next Generation Science Standards; provide increased access to STEM-based field trips for the city's Title I schools; and connect under-resourced schools on Chicago's West Side more deeply to the Conservatory.

What need, problem or challenge will your project address, and how was it identified?

In addition to increasing the Conservatory's capacity to serve teachers and students, the SEED program will address significant needs within our community by: 1) providing STEM-based field trip resources and services to meet the instructional needs of Chicago teachers, and 2) increasing cultural capital for low-income students from West Side Chicago schools.

Research has shown that field trips to science centers, museums and other cultural institutions are valuable learning opportunities for students of all ages, and that these experiences support and even increase science-related knowledge in particular (Knapp & Barrie, 2001; Morell, 2003; Falk & Dierkling, 1997). A 2006 summit hosted by the Institute for Learning Innovation and University Circle, Inc.'s Linking Education and Discovery program (LEAD) pinpointed multiple ways for cultural institutions to support teachers as they plan field trips, including providing pre- and post-field trip activities and materials for teachers to better connect the classroom to the field trip, explicitly aligning field trip offerings to standards, and offering a mix of structured and unstructured opportunities for students to provide maximum levels of engagement (Storksdieck, Robbins, Kreisman, 2007). GPCA's plans for the SEED program are grounded in these research findings and also respond directly to the requests of teachers visiting the Conservatory by incorporating online digital tours, staff-led activities and workshops, standards-aligned pre-, post- and on-site activities, and other free online resources.

Evidence also suggests that cultural capital, or the "knowledge, skills, and relationships built during cultural activities", is a significant contributor to academic success (Tramonte & Willms, 2010; Barone, 2006; DiMaggio, 1982; Kalmijn & Kraaykamp, 1996; Schrock, 2014), and that children from low-income households have less cultural capital than those in high SES households (Schrock, 2014). Trips to cultural institutions help build cultural capital for low-income students, yet families from low-income households are least likely to attend cultural institutions (NCES, 2004). It is for this reason that field trips to cultural institutions are so important, particularly to low-income populations (Schrock, 2014). GPCA is dedicated to increasing access to and attendance of low-income students on school field trips. Specifically, GPCA seeks to build field trip attendance by the 73 schools within the Conservatory's immediate West Side neighborhoods (61 have a student population that is 90% or higher low-income, and 7 of them qualify for Title I funding). These efforts will include offering bus scholarships to those schools that cannot afford field trip transportation costs, as well as an in-depth school partnership program to enhance science learning for under-resourced West Side schools and to more actively engage their teachers and students in utilizing the Conservatory as an educational resource.

Who or what will benefit from your project?

The SEED program will benefit visiting teachers and their PreK-8 students who attend the Conservatory on a field trip. Currently, this equates to nearly 15,000 students and teachers annually, with the capacity to grow field trip programs to serve nearly 25,000 visitors by the third year of this program. The SEED program seeks to significantly increase participation by Title I schools by the third year of the program, and will also serve 5-7 West Side Chicago schools annually (by the third year) through an in-depth partnership program.

How will your project advance your institution's strategic plan?

The SEED program directly supports GPCA's strategic plan developed in 2013. The plan states that GPCA will..."[d]eliver excellent and consistent experiences for school-age children..." through the development of "...program modules for schools that can stand alone or be combined, including: a) A guided, participatory tour for school groups at Conservatory; and b) A staff-led classroom experience." The plan for the SEED program grew out of the strategic plan and will advance the plan's broader organizational goals over the next three years.

How will your project address the goals of the Museums for America program and the Learning Experiences project category?

GPCA's proposed SEED program aligns with the goals of the Museums for America grant program and directly supports the Learning Experiences project category to offer "inclusive and accessible learning opportunities." The SEED program will create the highest quality learning experience for all schoolchildren visiting the Conservatory, an experience that will promote discovery through multi-sensory exploration of the Conservatory's plant collection. The SEED program will be available to all visitors, but GPCA is committed to increasing access and building inclusivity among low-income and minority schools within our community. The in-depth partnership program for West Side schools endeavors to build relationships in which teachers and students feel that the Conservatory is a place for them – an asset that they are free to access in support of their classroom studies, or for their independent learning and enjoyment.

2. Project Work Plan

What specific activities, including evaluation and performance measurements, will you carry out?

We have 6 goals for the SEED program, which will be supported by the development of new field trip components, including: themed Learning Experiences, themed Digital Tours, themed Resource Backpacks, SEED Activities and Workshops, Scholarships for low-income schools, and a Partnership Program aimed at serving under-resourced schools in our West Side community. GPCA will evaluate the SEED program using a variety of methods (surveys, observation notes, interviews, attendance data, focus groups) that solicit feedback from every program participant (visiting teachers and students, partner schools and teachers, etc.). Our goals, performance measures and intended results for the SEED program are as follows:

Goal 1) Serve more students and teachers each year

Performance Measure a) Increased attendance to Conservatory by visiting school groups (baseline 14,700)

Intended Results	Year 1: 17,500 (18% increase)
	Year 2: 22,000 (48% increase)
	Year 3: 25,000 (69% increase) (capacity)

Goal 2) Serve more students and teachers from Title I schools each year

Performance Measure a) # of scholarships awarded to Title I (or 90% free/reduced lunch)

Intended Results	Year 1: 10 of 20 scholarships – up to 1200 people
	Year 2: 15 of 20 scholarships – up to 1800 people
	Year 3: 20 of 20 scholarships – up to 2400 people

Performance Measure b) Match Conservatory attendance from Title I (or 90% free/reduced lunch) schools with West Side school attendance (33%) by year 3

Intended Results Year 1: 20% of total field trip attendance
 Year 2: 25% of total field trip attendance
 Year 3: 33% of total field trip attendance

Goal 3) Provide opportunities for science learning on field trips

Performance Measure a) # of downloads for resources

Intended Results Year 1: # of downloads equals or exceeds 25% of total # of field trip groups
 Year 2: # of downloads equals or exceeds 50% of total # of field trip groups
 Year 3: # of downloads equals or exceeds 75% of total # of field trip groups

Performance Measure b) # of students who experience SEED digital tours

Intended Results Year 1: 10% of students from pilot schools (500)
 Year 2: 15% of students (2,750 students)
 Year 3: 30% of students (6,000 students)

Performance Measure c) Student responses to IMLS Performance Statement: “My interest in this subject has increased as a result of this program/training”

Intended Results Year 1: 75% agree or strongly agree with the statement
 Year 2: 85% agree or strongly agree with the statement
 Year 3: 95% agree or strongly agree with the statement

Performance Measure d) Qualitative descriptions from teacher interviews and surveys

Intended Results Year 1: 75% describe their field trip as an opportunity for science learning
 Year 2: 85% describe their field trip as an opportunity for science learning
 Year 3: 95% describe their field trip as an opportunity for science learning

Performance Measure e) # of groups observed utilizing resources during their field trip

Intended Results Year 1: 50% of visiting groups
 Year 2: 75% of visiting groups
 Year 3: 90% of visiting groups

Goal 4) Provide an enjoyable field trip for students

Performance Measure a) Student responses to IMLS Performance Statement: “My interest in this subject has increased as a result of this program/training”

Intended Results Year 1: 75% agree or strongly agree with the statement
 Year 2: 85% agree or strongly agree with the statement
 Year 3: 95% agree or strongly agree with the statement

Performance Measure b) Student responses to: “On a scale of 1 to 5, 5 being the most enjoyable, how enjoyable was this trip?”

Intended Results Year 1: 75% rate the trip as a 4 or 5 on a scale of 1-5
 Year 2: 85% rate the trip as a 4 or 5 on a scale of 1-5
 Year 3: 95% rate the trip as a 4 or 5 on a scale of 1-5

Goal 5) Develop relationships with community schools and teachers

Performance measure a) # of partner schools served through partnership program

Intended Results Year 1: 4 partner schools
 Year 2: 7 partner schools
 Year 3: 10 partner schools

Performance Measure b) # of discounted family memberships purchased

Intended Results Year 1: 5 discounted family memberships purchased
 Year 2: 10 discounted family memberships purchased

Year 3: 20 discounted family memberships purchased

Performance Measure c) # of teachers participating in Professional Development or volunteer project

Intended Results Year 1: 8 teachers
Year 2: 15 teachers
Year 3: 25 teachers

Goal 6) Provide teachers with easy-to-use and functional resources

Performance Measure a) Teacher responses to IMLS Performance Statement

Intended Results Year 1: 75% agree or strongly agree with the statement
Year 2: 85% agree or strongly agree with the statement
Year 3: 95% agree or strongly agree with the statement

Performance Measure b) Interview/survey response to “GPCA provided easy-to-use and functional resources for my field trip”

Intended Results Year 1: 75% agree or strongly agree with the statement
Year 2: 85% agree or strongly agree with the statement
Year 3: 95% agree or strongly agree with the statement

Performance Measure c) # of students who experience SEED digital tours

Intended Results Year 1: 10% of students from pilot schools (500 students)
Year 2: 15% of students (2,750 students)
Year 3: 30% of students (6,000 students)

Performance Measure d) # of groups observed utilizing resources during their field trip

Intended Results Year 1: 50% of visiting groups
Year 2: 75% of visiting groups
Year 3: 90% of visiting groups

What are the risks to the project and are they accounted for in the work plan?

The primary risk to this program lies within the West Side schools partnership component. We anticipate having to put forth considerable effort to convince West Side schools of the benefit of bringing their students to the Conservatory and entering into a long-term museum-school relationship. GPCA will host annual informational breakfasts for principals and science curriculum directors so that we can share information about the partnership program, and highlight relevant research that underscores the connection between field trips, cultural capital and standardized test scores. GPCA will ask leaders from its current partner schools to share the benefits their schools have experienced through partnering with the Conservatory.

Who will plan, implement, and manage your project?

GPCA’s Experiential Learning Manager and Student Engagement Coordinator (see attached resumes) will plan and manage the SEED program. Between the two staff members, they hold teaching certificates from PreK-12th grade, an ESL endorsement, a master’s degree in Early Childhood Education, six years of classroom teaching experience, more than 10 years of curriculum development experience, and more than five years leading education programs at the Conservatory. The Students Engagement Coordinator will supervise a group of part-time employees, who will implement activities and workshops and liaise with school groups. GPCA will contract with an Evaluation Consultant to assist staff in further developing an evaluation plan for the various program components. GPCA part-time staff will assist with surveying to inform the evaluation.

When and in what sequence will your activities occur?

GPC will roll out the SEED program over three years (2018-2020) to allow time for resource development, programmatic piloting and visitor feedback. Following is an overview of the components to be developed for the new SEED program and corresponding dates for development and launch:

Learning Experiences **Development Start:** 1/2018 **Public Launch:** 5/2018 **Materialization:** 9/2019
Cost: Free *Intended Audience: All visiting schools*

The main component of the new SEED program is a free field trip option for all visiting school groups and features a menu of 6 learning experiences for teachers to choose from when they register to visit the Conservatory. The experiences will be organized around a central theme (for example, Pollination/Plant Reproduction Experience or Ecosystems and Biomes Experience) that helps connect students to the Conservatory's plant collection, while also providing science-based learning opportunities for students. All experiences will be linked directly to national science standards and promote STEM learning for visiting students and teachers. Each experience will include: on-site activities and information, pre- & post-visit activities for the classroom to extend learning, relevant standards, online resources and links, and print-outs of plant information. The SEED program involves developing free online lesson plans and resources, STEM-based activities and scavenger hunts that can be accessed by teachers nationwide.

Themed Digital Tours **Development Start:** 5/2018 **Public Launch:** 1/2019 **Materialization:** 1/2020
Cost: Free *Intended Audience: All schools*

GPCA will develop digital tours for visiting schools that align with the 6 Learning Experiences. Digital tours will extend the basic learning experiences by connecting them to 15-25 plants within the Conservatory's collection. Tours will provide another entry point for teachers and students to engage with STEM content and to better understand the connections across plants. Digital tours will be made available on GPCA's website and links included on confirmation emails to teachers so that teachers can access the material ahead of and after their trip. The creation of the themed digital tours will also enable schools and teachers to access the Conservatory's collection without physically visiting the facility through a virtual field trip.

Themed Resource Backpacks **Development Start:** 1/2018 **Public Launch:** 5/2018 **Materialization:** 5/2020
Cost: Free (with deposit) *Intended Audience: Any Chicagoland teacher*

In addition to field trips, schools will be able to opt into specific free and fee-based additional resources and services including free, themed resource backpacks. GPCA will compile a variety of hands-on, authentic resources within the backpacks that relate to each of the 6 themes. They will include informational texts, plant material, lesson plans and activity descriptions for teachers, and tools for exploring the plant material more closely. Backpacks will be available to teachers at any point during the year and can be borrowed for up to 3 weeks, so that teachers can utilize the materials leading up to and after their field trip visit to the Conservatory.

SEED Activities **Development Start:** 5/2018 **Public Launch:** 1/2019 **Materialization:** 9/2019
Cost: Free *Intended Audience: All PreK-8 school groups visiting September-June*

In the second year of the program, GPCA plans to roll out staff-led experiences for visiting school groups in the form of SEED Activities and SEED Workshops. Every visiting PreK-8th grade class will be offered the opportunity to participate in the SEED Activities. These experiences will revisit material from their trip and provide students with an opportunity to reflect on their experience through discussion and hands-on activities. Activities will vary throughout the year, including some in which students create something to bring back to school and others in which they have another opportunity for experiential learning.

SEED Workshops **Development Start:** 5/2019 **Public Launch:** 5/2020 **Materialization:** 5/2020
Cost: Fee-based *Intended Audience: All PreK-8 school groups September-June*

Weekly SEED Workshops will provide an opportunity for teachers and students to learn more about their learning experience theme through a staff-led, 45-minute mini-class with hands-on components and inquiry-based activities. They will reinforce learning and help students make connections between their classroom curriculum and the Conservatory's plant collection.

Scholarships **Development Start:** 1/2018 **Public Launch:** 8/2018 **Materialization:** 8/2018

Cost: Free (application required) Intended Audience: PreK-8 Title I schools or 90% free/reduced lunch
To increase access to schools, GPCA plans to offer 10 bus transportation scholarships each semester to Title I schools. Schools will fill out a simple application that articulates how their field trip to the Conservatory will support their classroom learning and why they want to visit the Conservatory. Schools will be able to receive full transportation funding for their classes to go to and from the Conservatory for a field trip.

Partnerships Development Start: 1/2018 Public Launch: 8/2018 Materialization: 8/2020

Cost: Free (application required) Intended Audience: West Side PreK-8 public schools

The final piece of the SEED program will be a set of partnerships focused on building in-depth relationships with 5-7 West Side schools. This program component will extend GPCA's resources and presence in the West Side community. Building relationships between West Side schools and the Conservatory will increase the educational value of field trips for these students. The SEED partnership program will have 3 distinct levels that increase in involvement and intensity as follows:

Partnership Level 1 – (2 schools) School staff volunteer project at the Conservatory

Partnership Level 2 – (3-5 schools) Everything from Level 1 plus: dedicated field trip date, free lunch room space, professional development workshop, teacher PD regarding curricular connections to the Conservatory or Experiential Learning, NGSS & 3D learning, etc.

Partnership Level 3 – (2 schools) Everything from Level 1 & 2 plus: sponsored buses to Conservatory, teen docent-led experience for 2nd-5th graders

Currently, we are piloting a partnership with Leif Ericson Academy, a West Side Chicago Public School located a half a mile away from the Conservatory. Leif Ericson students are receiving four exclusive field trip dates and GPCA staff is participating in their annual science fair, to name a couple of connections. Feedback from teachers, parents and school staff will inform development of the partnership program moving forward.

What financial, personnel, and other resources will you need to carry out the activities?

The total budget for the SEED program over three years is \$315,068. GPCA requests \$155,499 from IMLS in support of this project. GPCA will provide \$159,569 in cost share. Personnel, supplies and all related program costs are detailed in the attached Budget Form and Justification.

How will you track your progress toward achieving your intended results?

GPCA will perform a series of formative assessments including observations, interviews and surveys for both teachers and students to track progress toward achieving its intended results. There are built-in opportunities to pilot different portions of the SEED program with current partner schools so that teacher and student feedback is integrated into the final design of the program. Also, GPCA has drafted an overall evaluation plan for the SEED program and will contract with an Evaluation Consultant to review and hone the plan as needed.

How and with whom will you share your project's results?

SEED program results will be shared at the Chicago Public School's annual Early Learning Summer Institute, for PreK-2 teachers. GPCA will also apply for the American Association of Museums annual conference in the second or third year of the grant to share how theory was put into practice at the Conservatory. The partnership component of the program also provides a consistent way to share lessons and results with the teachers we serve, and allows GPCA staff to continually reflect upon the program's progress, strengths and weaknesses.

3. Project Results

Referring to the Performance Goal(s) selected on the Program Information Sheet prepared for your application, choose one or more Performance Measure Statement(s) appropriate for your project and describe how you will collect and report the corresponding data.

GPCA will include the Performance Measure Statement, “My interest in this subject has increased as a result of this program/training”, on surveys for students and teachers. Students will be assessed on their increased interest in science after field trips through informal interviews as they leave the Conservatory. Teachers will be asked this question as it pertains the field trip experience, and teachers from partner schools will be asked this question as it pertains to services and professional development provided through the partnership. Success will be based on the number of respondents who agree or strongly agree.

Referring to your Project Justification, describe your project’s intended results that will address the need, problem, or challenge you have identified. These may be in addition to, but not instead of, the Performance Goal(s) and Performance Measure Statement(s) referenced above.

A challenge for West Side Chicago schools is one of equal access to informal learning opportunities that can support academic achievement. Schools within a three-mile radius of the Conservatory do not have the resources or the time to provide informal, experiential learning experiences that create a well-rounded learning experience for their students. As a result, many of these schoolchildren do not acquire the same knowledge and skills as their peers in more affluent communities.

GPCA will provide teachers and students with unique learning experiences that can serve as a springboard into the sciences for students in economically disadvantaged and resource deficient communities. The multifaceted approach to the SEED program – from extensive on-site experiences and resources to virtual tours to in-depth partnerships – will empower teachers to engage their students in meaningful educational experiences that can change their perspective on school and their own abilities to learn and succeed.

How will the knowledge, skills, behaviors, and/or attitudes of the intended audience change as a result of your project?

We anticipate that visiting teachers and students who access various components of the SEED program will have a more meaningful field trip experience that will support their own curricular goals and learning objectives. In turn, we expect schools and teachers will view the Conservatory as an important resource for enhancing their students’ educational experience. Similarly, through the in-depth partnership program with West Side schools, we hope to affect teachers’ attitudes about the role field trips can play in the education of their students. We hope these teachers will begin to view cultural experiences as important learning opportunities that will help their students make gains academically and personally.

What tangible products will result from your project?

Several tangible products will be created as part of the SEED program: collection-based activities and lesson plans, up to 6 interactive digital tours, up to 15 themed resource backpacks, and hearty hard copies of digital materials for on-site use. Since most of the material will be digital, it will be available via the Conservatory’s online resource center and digital tour platform, so that it can be accessed by any Conservatory visitor, as well as teachers from other cities and states who are seeking classroom resources for plant-based learning.

How will you sustain the benefit(s) of your project?

The three-year budget for rollout of the new SEED program builds the framework for a thriving school field trip program for years to come. After the initial program development has been completed, ongoing costs to maintain the program will be commensurate with annual growth in GPCA’s operating budget for school programs. The new SEED program will establish the Conservatory’s reputation as a destination for school field trips and as an important resource for teachers seeking to enhance the learning experience for their students. Moreover, the partnership component will forge lasting relationships between West Side schools and the Conservatory, so that local schoolchildren know that they have a cultural asset that is accessible to them, supportive of their academic pursuits and interested in their personal growth and achievement.

Schedule of Completion

Year 1: 2018			
SEED Program Element	January - April	May - August	September - December
Themed Learning Experiences	<ul style="list-style-type: none"> Develop 3 Experiences & Resources with advice from Ericson 	<ul style="list-style-type: none"> Roll out 3 experiences for school groups & adjust according to feedback 	<ul style="list-style-type: none"> Offer 3 experiences
Online Resource Center	<ul style="list-style-type: none"> Populate Online Resource Center with new Resources 	<ul style="list-style-type: none"> Monitor and update online resource center 	<ul style="list-style-type: none"> Monitor and update online resource center
Digital Tours		<ul style="list-style-type: none"> Develop interactive digital tours/maps for experiences 	<ul style="list-style-type: none"> Pilot with partner schools and get feedback
Partnerships	<ul style="list-style-type: none"> Create applications 	<ul style="list-style-type: none"> Host Partnership Breakfast Review applications for partnerships Select Partner Schools 	<ul style="list-style-type: none"> Engage Partner schools Host volunteer dates
Scholarships	<ul style="list-style-type: none"> Create applications 	<ul style="list-style-type: none"> Advertise Fall Transportation scholarship opportunity 	<ul style="list-style-type: none"> Review applications for scholarship and alert schools by October 1 Advertise Spring Transportation scholarship opportunity
SEED Activities		<ul style="list-style-type: none"> Develop activities for fall 	<ul style="list-style-type: none"> Roll out activities for select groups – pilot first Develop spring activities
SEED Workshops			
Resource Backpacks	<ul style="list-style-type: none"> Assemble pilot backpacks based on 3 experiences for Ericson – gather feedback from teachers 	<ul style="list-style-type: none"> Revisit backpacks and add new content based on feedback 	<ul style="list-style-type: none"> Offer 3 backpacks
Staff	<ul style="list-style-type: none"> Hire student engagement assistant and seasonal orientation leaders 		
Evaluation	<ul style="list-style-type: none"> Develop evaluation tools 	<ul style="list-style-type: none"> Take down baseline evaluation 	

Year 2: 2019			
SEED Program Element	January - April	May - August	September - December
Themed Learning Experiences	<ul style="list-style-type: none"> • Develop 3 more Experiences & Resources with advice from Ericson • Offer existing experiences 	<ul style="list-style-type: none"> • Roll out 3 new experiences for school groups & adjust according to feedback • Offer existing experiences 	<ul style="list-style-type: none"> • Offer all 6 experiences
Online Resource Center	<ul style="list-style-type: none"> • Populate Online Resource Center with new Resources 	<ul style="list-style-type: none"> • Monitor and update online resource center 	<ul style="list-style-type: none"> • Monitor and update online resource center
Digital Tours	<ul style="list-style-type: none"> • Roll out 3 digital tours for all groups 	<ul style="list-style-type: none"> • Develop interactive digital tours/maps for 3 new experiences • Offer 3 digital tours for all groups 	<ul style="list-style-type: none"> • Pilot 3 new tours with partner schools and get feedback • Offer 3 digital tours for all groups
Partnerships	<ul style="list-style-type: none"> • Host volunteer dates • Host partnership PD1 	<ul style="list-style-type: none"> • Host Partnership Breakfast • Review applications for partnerships • Host partnership PD2 	<ul style="list-style-type: none"> • Start new Partnerships • Host volunteer dates
Scholarships	<ul style="list-style-type: none"> • Review applications for Spring scholarship and alert schools by February 1 	<ul style="list-style-type: none"> • Advertise Transportation scholarship opportunity 	<ul style="list-style-type: none"> • Review applications for scholarship and alert schools by October 1 • Advertise Transportation scholarship opportunity
SEED Activities	<ul style="list-style-type: none"> • Offer spring activities 	<ul style="list-style-type: none"> • Evaluate activities 	<ul style="list-style-type: none"> • Offer fall activities
SEED Workshops		<ul style="list-style-type: none"> • Develop workshops for spring for 3 themes 	<ul style="list-style-type: none"> • Develop workshops for spring for 3 themes
Resource Backpacks	<ul style="list-style-type: none"> • Assemble pilot backpacks for 3 new experiences for Ericson – gather feedback from teachers • Offer 3 Backpacks 	<ul style="list-style-type: none"> • Revisit backpacks and add new content based on feedback, including consumable resources 	<ul style="list-style-type: none"> • Offer 6 backpacks • Offer 3 backpacks with consumable teacher resources to partner schools
Staff	<ul style="list-style-type: none"> • Hire student engagement assistant, seasonal orientation leaders 		
Evaluation	<ul style="list-style-type: none"> • Conduct Teacher and Student evaluations 	<ul style="list-style-type: none"> • Conduct Partnership evaluations 	<ul style="list-style-type: none"> • Conduct Teacher and Student evaluations

Year 3: 2020			
SEED Program Element	January - April	May - August	September - December
Themed Learning Experiences	<ul style="list-style-type: none"> • Offer all 6 experiences 	<ul style="list-style-type: none"> • Offer all 6 experiences 	<ul style="list-style-type: none"> • Offer all 6 experiences
Online Resource Center	<ul style="list-style-type: none"> • Monitor and update online resource center 	<ul style="list-style-type: none"> • Monitor and update online resource center 	<ul style="list-style-type: none"> • Monitor and update online resource center
Digital Tours	<ul style="list-style-type: none"> • Tweak 3 tours based on feedback • Offer 6 tours to all groups 	<ul style="list-style-type: none"> • offer 6 tours to all groups 	<ul style="list-style-type: none"> • offer 6 tours to all groups
Partnerships	<ul style="list-style-type: none"> • Host volunteer dates • Host partnership PD1 	<ul style="list-style-type: none"> • Host Partnership Breakfast • Review applications for partnerships • Host partnership PD2 	<ul style="list-style-type: none"> • Start new Partnerships • Host volunteer dates
Scholarships	<ul style="list-style-type: none"> • Review applications for Spring scholarship and alert schools by February 1 	<ul style="list-style-type: none"> • Advertise Fall Transportation scholarship opportunity 	<ul style="list-style-type: none"> • Review applications for scholarship and alert schools by October 1 • Advertise Spring Transportation scholarship opportunity
SEED Activities	<ul style="list-style-type: none"> • Offer Activities 	<ul style="list-style-type: none"> • Revisit activities for upcoming fall 	<ul style="list-style-type: none"> • Offer activities
SEED Workshops	<ul style="list-style-type: none"> • Pilot spring workshops & alter based on feedback from partner schools 	<ul style="list-style-type: none"> • Offer workshops 	<ul style="list-style-type: none"> • Offer workshops
Resource Backpacks	<ul style="list-style-type: none"> • Offer 6 backpacks • Incorporate feedback on consumable resources 	<ul style="list-style-type: none"> • Offer 6 backpacks – 3 with consumable resources, 3 without • Reflect on and tweak backpacks 	<ul style="list-style-type: none"> • Offer 6 backpacks – 3 with consumable resources, 3 without
Staff	<ul style="list-style-type: none"> • Hire student engagement assistant and seasonal orientation leaders 		
Evaluation	<ul style="list-style-type: none"> • Conduct Teacher and Student evaluations 	<ul style="list-style-type: none"> • Conduct Partnership evaluations 	<ul style="list-style-type: none"> • Conduct Teacher and Student evaluations • Analyze Data