

## 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 an innovation, and the evidence that suggests your innovation will improve the current situation.*

Oceanside High School's outdoor learning initiative seeks to utilize teambuilding and alternative ways of meeting learning standards in order to foster students' connection to the environment and instill leadership skills that will benefit them for a lifetime.

This innovation will involve a collaboration between special education, alternative education, and general education programs within Oceanside High and will include focus on both academic and social-emotional learning. We aim to strengthen our ties to community organizations, including Trekkers, The Landing Place, and Tanglewood.

Two years of a pandemic has traumatized everyone, and nowhere is this trauma more evident than in the public school system. Students have lost all buy-in and many of them are completely disengaged. This provides us all as a system an opportunity to jump forward rather than endeavoring to accomplish the impractical and frankly impossible task of moving back to the previous "normal."

Need 1: Trauma

Measurements: School attendance, Behavioral Data

Behavioral and attendance data collected from teacher, staff, and administrators indicate both student and staff faith in the system are at an all-time low. In the behavior programs at Oceanside High, four out of five ed techs reported they seriously considered quitting at the end of the school year; the district as a whole is looking at a school year beginning with over 20 unfilled ed tech positions.

Teacher reports to administrators about unsafe behaviors among students increased exponentially, with more physical fights in the hallways in the 2021-2022 school year than in the previous three years altogether.

The behavior programs as well as general education experienced a significant increase in truancy. Of the 19 students enrolled in the behavior program at OHS, only five students attended school regularly, meaning three or more times each week. Each week the program averaged 12

elopements, meaning students leaving class to wander the hallways or leaving school altogether. Four out of the five consistent attendees reported that they no longer understand why going to school in person had any importance. All of the students exhibited characteristics consistent with PTSD, including disengagement and disassociation, as assessed by the school social worker, which is consistent with the trauma that stretches across all of public education.

Jumping forward to meet the challenges of this community trauma requires innovation, passion, and alternative learning methodology. Community-based outdoor education with an emphasis on teambuilding and skillbuilding is an essential part of that. It is in fact a treatment modality for community trauma. When you include staff in the consideration of the effects of this trauma, you have a hierarchical population that no longer trusts one another, and needs this treatment modality to move forward.

#### Need 2: Disengagement and Distrust

Measurements: Project engagement, test scores, classroom attendance

During the first full year of the combination of hybrid-remote-in-person learning, that varied from month to month and from student to student, teachers report feeling like they had to, from an ethical standpoint, be lenient with grading, and administration needed ethically to be lenient regarding attendance. However, the result of all of this could be seen the following year (2021-2022) as teachers' expectations increased while students' expectations of structure and accountability stayed the same. This resulted in predictably tense relations between staff and students and assuredly contributed to an increased number in teachers and staff leaving our school.

Students report to the social worker and the guidance department that they feel teachers do not have their best interests in mind, and there is a common theme of questioning, "What's the point?" A sampling of teachers from multiple departments reported to the special education social worker that they send at least one behavioral referral each day, and frequently report sending one per class period. Administration data reflects this as well.

Students question why they should care about putting efforts into assignments when, the previous year, they were often given credit for minimal effort. Teachers are exasperated with what they often view as laziness and entitlement, and beneath those judgments, are feeling hurt - they report feeling like they gave students extra leniency out of compassion and support, and that those efforts have been met with a lack of gratitude. Students report they feel penalized.

#### Need 3: Multi-grade connection

Measurement: Student reports, mentorship relationships development

One of the most horrifying reports teachers and administrators received this year was of a high school student - possibly supported by others in their peer group - selling drugs to students in middle school. This reflects a disconnect between some high school students and both their own well-being as well as that of their younger counterparts', which the social worker reports as unusual. In years prior to COVID, both the guidance department and the social worker have observed high school students, even those with behavioral problems, expressing protective feelings toward the younger grades, both within the school and in the middle and elementary schools in the district. The attitude in previous years can best be described as, "Be better than me."

But addiction affects empathy, in that the addiction itself takes priority over connection. Students and teachers report to the social worker that student self-reporting of substance abuse has increased,

which partially explains the break in connection between multi-aged students. The substance use has taken precedence over all else.

That tie being broken is reflected clearly in the individual or possibly group of students encouraging drug use in younger students in the interest of financial gain. Where nurturing leadership used to reside, we've got empty shells of disconnect. Students have lost sight of what it was like to be in the younger grades, and have lost the inspiration that comes with being in an older, leadership, position. In order to save the younger students, we've got to re-establish empathy, connection, and positive leadership skills in the high school students. And we must provide connections that decrease the need and desire for stimulation from dangerous drugs. Experiments in rats demonstrate that when a rat is offered free access to cocaine, if the rat is alone, he will repeatedly utilize the cocaine as a constant habit. But when the same rat is put in a social group, he may occasionally experiment, but it is very rare, because he's receiving the stimulation and connection he is craving from his social and family group.

Although a similar experiment would be unethical and illegal with humans, it's obvious that we are not so very different. This data translates to our species, too.

Innovation:

Each school year, we will have a cohort of students and educators, particularly targeting alternative learners with an increased risk of dropping out, who once weekly during school hours will go on a field trip involving team-based outdoor skillbuilding. Each annual cohort will develop and choose a goal to accomplish during a concluding one-week intensive extended school year program during the following summer. One example would be a camping trip to summit Mount Katahdin.

At least once per month, the cohort will invite guests to a weekly meeting, including student and staff peers, to inspire further interest, with the potential for adding another cohort each month that can then rotate the field trip weeks. The ultimate goal would be to have at least two teachers from each department participating actively by the end of the year, who have combined to form teams of two (each from a different department) with a cohort of 8 students each by the end of the school year. We can potentially handle two field trips per week, so 8 cohorts are the goal in the high school for the first year.

Our innovation also includes training for involved students in Junior Maine Guide curriculum and wilderness first aid certification, in order to facilitate the learning of practical outdoor skills that will serve students well in their transitions to young adulthood. This offers additional potential for income based on positive leadership development that can translate to further connection with younger students.

In order to extend this to other schools in the district, each cohort of students and teachers will present and lead a discussion at least once per year at either the middle school or one of the elementary schools, with the potential for individual pairs of student mentors and mentees as individual growth in the older students becomes clear.

We believe that this innovation will serve to fulfill all of the needs listed above, along with fostering further connection with the environment - which is crucial when re-engaging a traumatized population. This offers a way to treat widespread community trauma, use teambuilding to redevelop

trust and increase engagement, and connect staff and students of all ages with each other, their community, and the public education system.

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 EIs, 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.*

Our target population is of students who are alternative learners from special education programs, our alt ed program, and the general education programs, especially those students with the greatest attendance issues. According to district attendance data, 97 students in the 2021-2022 school year missed at least 10% of the total school days for the year, and 69 of those missed at least 20% of the total days of the school year.

At least 10.2% of Oceanside High School students lived at or below the poverty level in the latest census, collected prior to COVID; that percentage has almost assuredly increased as the pandemic has dragged on. We also have a significant number of students who fall under the special education umbrella under the designation of E.D. (emotional disturbance), as well as general education students enrolled in our alternative education program because of an inability to adapt to traditional mainstream education. Addiction, among students and parents, is rampant. Since the pandemic began, we have also seen a steep rise in students reporting self-harm and suicidal ideation. There's significant overlap in these student experiences, and the students who do experience these various

types of dysfunction are our most at-risk students. All of these students are at the greatest risk of complex trauma exacerbated by the community trauma of a pandemic.

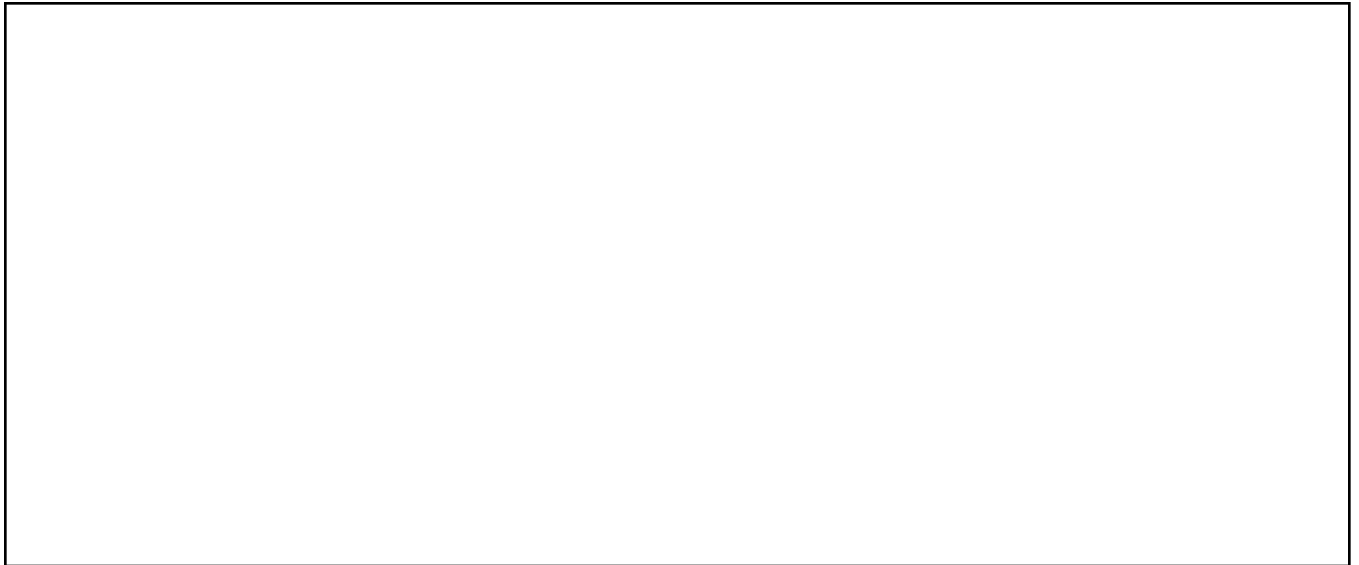
Behaviors requiring removal from school are at an all time high, with an average of 15 totally behavioral referrals from teachers per day. Violence and elopement, concurrent with a rise in illegal drug use, have escalated. This school year the social worker has directly intervened in three physical fights in the hallway, with the principal, teachers, and administrators, breaking up and documenting at least five others, with an average of one physical fight per month. In the spring, a high school student was caught selling vapes on our security camera and was removed for the rest of the year, but five other students have reported to administration that the removed student has continued selling vapes and has also begun selling harder drugs as well. In June, one student in the special education behavior program was targeted by the student selling drugs. The behavior program student has identified impulse control issues, responded to a dare, and ended up hospitalized due to the product being laced with fentanyl. Behavior kids will continue to be targeted, and they as well as the general education student(s) who have fallen into both selling and partaking in illegal drugs, need help - and the outdoor education program will prioritize this need.

The already identified at-risk students are represented within the attendance and behavioral data, with special education reporting a significant increase in absences from students identified as special education. Special education teachers have observed that among the chronically absent students, special education students and students on 504 plans make up the largest percentages of the documentation. We are therefore seeking innovative methods of meeting students' educational needs and engaging them in challenging and fulfilling ways, particularly focused on the environment. Research indicates that students actively engaged in outdoor learning experiences have increased scores on standardized tests as well as higher rates of success in their regular academic classes.

Additionally, this program, as referenced above, will expand to include our high school students in leadership roles with the alternative learners at the middle and elementary levels. We aim to use this cohort in a mentorship capacity, as the students in high school develop skills and confidence in the outdoors and are able to share that with younger students. High school students who have successfully engaged in one year of the the outdoor education program will have the opportunity to share what they've learned and experienced with middle school students, with outdoor experiences planned monthly that are specifically geared toward this multi-aged leadership building facet of the program.

Further, the social emotional learning element of this proposed innovation meets additional needs around the previously mentioned addiction, which has been exacerbated by the community trauma: the issue of widespread drug use among not only our students but their families. Data analyzed and compiled by the Maine Department of Health and Human Services and the Maine CDC (<https://www.maine.gov/dhhs/mecdc/navtabs/documents/Maine-CDC-Vulnerability-Assessment-Report.pdf>) has indicated Maine has the sixth-highest opioid overdose rate in the entire country, and our school has seen multiple families who fall directly into this statistic. Addiction is a generational problem and we see it persisting in our high school students. One of the proven methods for prevention and recovery is adventure therapy; this outdoor learning proposal certainly falls into that category.

Our cohort of teachers, administrators, social workers, and guidance, will collaborate directly with the team leads in each department to identify the students most impacted by these issues.



## 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

The biggest impact of the pandemic we see in our school and across our district is a lack of engagement, on the part of students as well as staff. In order for education to resume in any kind of productive fashion, we have to revolutionize the system - we have to find different ways to meet the students' needs. Our behavioral challenges within our intensive support special education programs as well as the general education population have skyrocketed, and the current means to cope with these behaviors are ineffective. Instead of focusing on the behaviors themselves, this program has the potential to change what is actually causing those behaviors - the lack of connectivity between students and teachers, students and students, and, perhaps most importantly, students, their surrounding communities, and the environment.

Our innovation will engage the most difficult to engage learners, and those engagements will pay dividends as they extend outward and as the program continues to grow. Peer to peer interactions have observably more influence over students' overall classroom behaviors than any consequences or incentive programs orchestrated by staff can possibly achieve; this program aims to establish positive behavior in a challenged population, and as they create and solidify the aforementioned connections that have lately lagged, those connections will extend outward to their peers as well as their teachers.

Additionally, as teachers see students actively engaged, they will have the opportunity to transform the focus and practice of their own classroom, something our district already plans to begin with the creation of staff and student collaborative focus groups beginning in September of 2022.

Our goals are to transform the educational experience of our students to facilitate connection between the students and the outdoors, students and their peers, and students and their teachers, all adding up to increased attendance, measurable academic improvement, greater social emotional well-being, and student

engagement and self-ownership of their individual educational pursuits. We aim to decrease the dropout rate while utilizing outdoor education as a treatment for trauma as well as a supplementary academic tool.

Goals regarding: Need 1: Trauma

Measurements: School attendance, Behavioral Data

Using behavioral and attendance data collected and documented by Oceanside High School administration, we aim to reduce behavioral incidents that require referrals by at least ten per week, with zero fights documented for the entire school year. We would like to increase attendance, particularly among our chronically absent students, aiming for reducing the number of days missed, with the at-risk group of students averaging missing no more than 8% of the total school days of the year.

Goals regarding: Need 2: Disengagement and Distrust

Measurements: Project engagement, test scores, classroom attendance

75% of teachers and staff reported dissatisfaction and distrust with the student performance in the school environment in 2021-2022, and 80% of students surveyed reported a feeling of distrust toward staff and a feeling of “staff wants to see me fail.” We would like follow up surveys to document a reduction in those percentages to 8% of teachers (or lower) and 10% of students (or lower).

We aim for behavioral referrals regarding classroom elopement to be reduced to fewer than five per week in the general population and fewer than eight per week in the behavioral population.

With documentation of the supplemental hands on outdoor education learning, we hope to see an increase in test scores and in the quality of classroom projects, documented and reported by teachers to their department leads.

Goals regarding: Multi-grade connection

Measurement: Student reports, mentorship relationships development

Among the behavioral referrals, our goal is for none of them to involve sharing or selling of substances with younger grades, and we hope for zero among the student reports, as well. By the end of the school year, we would like to see at least 30 pairs of students in multi-age mentorship relationships.

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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.	Develop and deliver an introductory professional development session for the teachers and staff at OHS	To explain the importance of outdoor learning, explore ways to transform public education in the face of post-pandemic trauma, and to begin recruiting at least one teacher from each department to be a part of developing and participating in the project	P	8/31/22	Jessica Falconer and OHS vice-principal Cooper Marshall
2.	Hire an Outdoor Coordinator	Coordination of logistics, establishing processes, building stakeholder awareness; solidify and support a cohort of teachers from different disciplines to support students involved in this project	P	9/15/22	Interview committee, including principal Jesse Bartke, special education teacher Peter Yanz, alt ed teacher Everett Smith, general ed teacher Jane-Ann Reinink, and student support coordinator Nicole Hatch
3.	Purchase a minivan	Transportation for activities	P/I	9/30/22	Jesse Barke, Outdoor Coordinator and special education director Janet Corcoran
4.	Coordinate partnerships with Trekkers and Tanglewood	Figuring out how we can work together to coordinate and schedule the activities; possibly combine transportation efforts to expand the scope of the students; figuring out how to certify students in Wilderness First Aid and implement Junior Maine Guide training as part of this	P	9/30/22	Social worker Hannah Faesy, principal Jesse Bartke



5.	Create plan for the year's activities	To determine what outdoor experiential learning project we can do weekly and to determine the first year's summer achievement goal	P	9/30/22	Everett Smith, Peter Yanz, Jane-Ann Reinink, Jessica Falconer, Nicole Hatch, Hannah Faesy
6.	Coordinate learning standards with the planned activities	To connect the outdoor learning experience to classroom standards for student academic credit	P/I	Ongoing	Led by Everett Smith and Cooper Marshall, with a cohort of teachers with representatives from each department
7.	Purchase hiking, camping, and other outdoor materials	To ensure that students are adequately equipped for all proposed outdoor learning experiences	P/I	9/30/22	Jessica Falconer, Jesse Bartke, Outdoor Coordinator
8.	Wilderness First Aid Training	To provide skills to the students that elevate the level of safety in the outdoors and prepare them for a lifetime of outdoor education	I	10/15/22	Outdoor Coordinator, Tanglewood, Trekkers
9.	Junior Maine Guide Curriculum	Integrate Junior Maine Guide requirements/curriculum into the activities	I	Ongoing	Outdoor Coordinator, Everett Smith, Peter Yanz, Jessica Decke of Tanglewood, Trekkers
10.	Weekly field trips	Hiking trails, mountains, snowshoeing, other outdoor oriented day trips	I	Ongoing	Everett Smith, Peter Yanz, Jessica Falconer, Jesse Bartke, Outdoor Coordinator, rotating teachers from all departments
11.	Plan and propose details of one week summer school (ESY) high school program for academic credit involving one concluding major accomplishment - summitting Mt. Katahdin for example	Completing Junior Maine Guide training and having the opportunity to utilize it while having an amazing outdoor learning experience that counts as academic credit.	I	2/15/23	Everett Smith, Peter Yanz, Jessica Falconer, Jesse Bartke, Outdoor Coordinator, cohort of teachers
12.	One week ESY program for academic credit			6/31/23	Everett Smith, Peter Yanz, Jessica Falconer, Jesse Bartke, cohort of teachers
13.	Update planning for next year's continuation and potential expansion			8/31/23	Everett Smith, Jessica Falconer, Jesse Bartke, cohort of teachers

14.	Compilation of behavior data for the year relating to student participation in the project			8/31/23	Nicole Hatch and Cooper Marshall

*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).*

The ultimate, long-term goal of our innovation is to transform our district’s public education model, expanding our number of students engaged in outdoor learning every year. At three months, we expect to see beginning steps toward transformative teaching practices that utilize and encourage outdoor learning as an invaluable education supplement. At six months, we expect engaged students’ scores on the district adopted social-emotional rubric to increase significantly. At ten months, concluding a full school year, we expect to see an average increase in standardized test scores among participating students, along with greater focus and planning among teaching staff for further use of outdoor education for the following school year. We expect the following timeline of transformation as we implement and then sustain this innovation:

Change in school-wide instructional practice integrating supplementary outdoor learning (at least one teacher in each department will lead integration of outdoor education into the respective department’s standards)	6 months
Greater interpersonal bond between student: student, student: teacher (SEL Benefit) (Surveys as referenced)	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 (surveys distributed to community organizations, parents, and students)	2 years / 3years +
Program expands to all grade levels	3 years
	years
Outdoor and Experiential Learning systematically embedded into the Vision and Pedagogy of PPS	10 years
<b>Summer Credit Recovery Experience</b>	
Higher Enrollment (at least 20 high school students elect to participate and complete)	1 month
Higher Attendance and Completion Rates (at least 15 students have 100% summer credit attendance)	1 month
Increased student academic recovery credit (at least 15 students receive full recovery credit that applies to deficits in one or more academic subject)	1 month

Increased feelings of confidence and well-being among students (SEL survey)	1 month
Increased Program Demand from Student, Teacher, Parent Community (presentation to school board and solicitation of community input in the form of a survey and solicitation of letters and public comment at two school board meeting)	12 months
Program open to all interested students, not only the at-risk cohort	1 year

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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.*

	Data Type	Baseline (B) Interim (I) Summative (S)	Frequency of Data Collection	Person(s) Responsible for Collection and Data Quality
1.	Student SEL surveys	(B) at the beginning of each month  (I) Quarterly  (S) Annually	Monthly	Jessica Falconer, LCSW, and Hannah Faesy, BSW
2.	Student/staff collaborative focus groups	(B) Monthly	Monthly	Jesse Bartke, principal
3.	Academic assessments	(B) Quarterly	Quarterly	Everett Smith, teacher
4.	Attendance documentation	(B) Quarterly	Monthly	Nicole Hatch, student support coordinator
5.	Interviews with teachers	(B) Beginning of the year  (I) Monthly  (S) End of year	Quarterly	Jesse Bartke, vice principal Cooper Marshall, and student support coordinator Nicole Hatch
6.	Behavior documentation	(B) entire year	Twice monthly	Nicole Hatch
7.	Exit interviews	(S) Annually	Annually	Jessica Falconer, LCSW
8.	Staff surveys	(B) bi-annually	Beginning and ending of each academic year	Jesse Bartke, principal

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.*

Changes in policy and mindset both require consistent and collaborative training for administrators, teachers, and students alike. This type of training can be implemented regularly throughout the school year, with guest leaders from community organizations as well as speakers from within the innovation. It provides an opportunity for engaged students to take the lead in training their peers.

In order to scale the innovation beyond the initial high school cohort, our goal is to spread it across ages and grades in a mentorship capacity, giving participating high school students the opportunity to mentor and engage middle school students, leading eventually to development of a program where middle school students can mentor and engage elementary students, providing connections across the district that can transform the mindset currently behind school to school transitions.

For long-term financial sustainability, we will solicit voluntary support and maintenance of the vehicle we purchase from the dealership, which can use it as a tax write-off. After seeing the success of this initiative, we will petition the school board for funds to be used for at least a half-time outdoor coordinator position, possibly collaborating with one of our proposed non-profit partners in order to make it a shared full-time position. As we demonstrate the measurable impact of this innovation on RSU 13 students, we expect the community and the school board to support additional needs as the program expands beyond the first year.

- 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 2018, the special education department behavioral program at Oceanside High School began collaborating with Tanglewood on hand-on outdoor learning. The collaboration focused on a combination of supplemental ecology curriculum and social emotional learning, with director Jessica Decke spearheading the Tanglewood side of things. This collaboration laid the groundwork and sowed the seeds for our innovation.

Over the three years of outdoor education supplemental programming, Tanglewood, special education, teachers, and administrators, reviewed the impact of the programming on students and were able to evaluate what worked and what didn't. Mandatory field trips for students who didn't want to engage at all did not work. But field trips and goals that had student input, and that provided an alternative to a written

assignment, did sometimes work. And, most importantly, the thing that was the biggest predictor of successful engagement was the peer to peer relationships, which is an important part of this innovation.

This innovative pilot program proposal was first shared with the five special education social workers in RSU 13, focused on the social emotional learning component of it. All five are committed to the intergenerational piece and to helping the program grow throughout the district. Three of the five social workers have significant experience with outdoor-based and adventure-based therapy and are planning to utilize that experience in this innovation.

The two guidance counselors at Oceanside High have also pledged their support, particularly in identifying and recruiting the initial cohort of students. The guidance department has also offered guidance with fitting the outdoor education program into required course credits, something our alternative ed and behavior program teachers are also committed to. Behavior tracking will be coordinated by the student support coordinator and vice principal.

As the planning phase of the pilot unfolded, the team looked for input from our current outdoor education collaborators, including Tanglewood and Trekkers, as well as from community organizations with whom we collaborate to meet the other social and emotional needs of students, including the Landing Place and New Hope.

In all of this, what emerges as the clearest vision is that of collaboration, between individuals as well as between organizations. It is because of these relationships that this pilot can become a reality.

#### 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.*

We need a method of transportation that is solely for our outdoor learning program, so that we don't have to compete with athletics schedules, college visits, academic competitions, and daily arrivals and departures of students across the district, in order to take a weekly field trip. A 10 to 15 passenger van is an ideal solution that does not require a commercial drivers' license to operate, and is more fuel-efficient and environmentally friendly than a school bus. We are looking at the Ford Transit van, which costs approximately \$36,500. Additionally, fuel and maintenance costs that go along with the minivan are essential expenses; with gas prices fluctuating, our guess for the first year is \$5,000. A one year salaried or stipend position for an outdoor coordinator is equally necessary to develop our prototype into an established sustainable reality, including prioritizing further development of buy-in among stakeholders (teachers, administrators, and students), coordination with other area non-profits naturally aligned with this innovation, as well as assisting with coordination and planning of logistics. A one year full-time position would carry a salary of approximately \$42,000. We'll also need the equipment for our students to be able to safely attend these field trips, including a variety of outerwear, from boots to snowshoes to coats, camping materials including but not limited to tents, sleeping bags, propane stoves or other cooking methodology and accessories. We hope to get discounts and donations of some materials but estimate the cost of establishing a baseline of equipment to be close to \$5,000. The cost of Junior Maine Guide training and curriculum as well as Wilderness First Aid training - perhaps even Wilderness First Responder training - are also a must, and involve reimbursement for time to staff of connecting organizations, and we predict will come up to approximately \$10,000.