

Maximizing Matching Funds for Sustainable School Projects: A Success Story



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Branching Out: Project Based Learning that Really Matters

How to maximize matching funds to supplement grant money with district and partnership support for project-based learning. Hear how we incorporated district resources to make lasting, impactful change in our school and community. Bring your whole team to this because it really does take a village

Date/Time: Monday, 3/4/24 10:15 - 11:30

Room: Ballroom B10 at SAFE Credit Union Convention Center

Agenda

- **Welcome and Introductions**
- **Brief overview of the funding model: grants, district funding, and project-based learning (Jan) (1)**
- **The power of Project-Based Learning (2)**
- **Case Study: 2022-23 Oxnard High School's Garden Project)Planters - Jan) Pivot from whole green space, and focuses on planter boxes (2)**
- **Case Study: 2023-24 Memorial Garden: A Personal Touch (2)**
- **Successes: Green Ribbon Schools (2)**
- **Collaborative Partnerships (Farm2School, Civic Engagement School and County) (3)**
- **Leveraging Grants and People (CPA, CTE Multi-media broadcasting, Culinary Arts, Farm2School,**
- **District Funding: a vital resource (3)**
- **Tips for Maximizing Matching Funds (3)**
- **Q & A (ending)**
- **Conclusion**

Presenters



Elisabeth Hanrieder
Assistant Principal

(Former English and Engineering Academy Teacher)

Kathleen Curran

GTech Senior English Teacher

Jan Quilantang

CTE: Energy, Environment, Utilities

GTech Academy Lead

Green Club Advisor

Who are we?



Total Student Population: 2,823

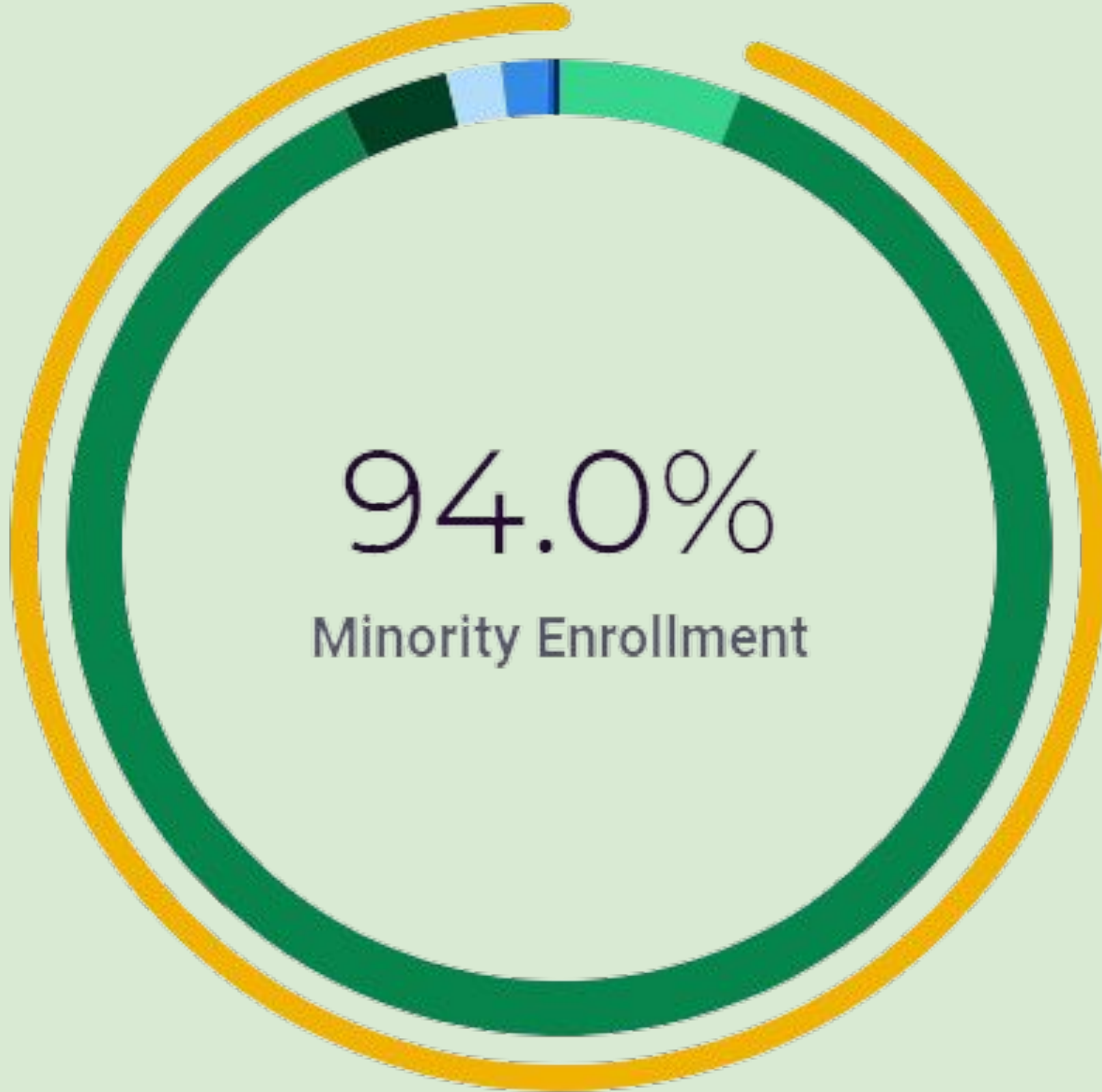
- Total Economically Disadvantaged 70%
- Free Lunch Program 60%
- Reduced-Price Lunch Program 10%

Number of Full-Time Teachers: 115

School Demographics Comparison



Student Diversity



94.0%	Minority Enrollment
6.0%	White
86.8%	Hispanic
3.5%	Asian
1.8%	Two or More Races
1.5%	Black
0.2%	American Indian/Alaska Native
0.2%	Native Hawaiian/Pacific Islander

GTech History

- Students' lack of engagement/connection
- Inspiration: Green Collar Jobs
- Grant History
 - SB 1070
 - Clean Energy & Renewable Resources
 - Green Technology
- 2 CTE Pathways Represented
 - Energy, Environment, and Utilities
 - Building and Construction Trades



Inspiration After COVID



- Revisit Cross-Curricular Projects with students
back in person
- Inspiration for Projects
 - New AP in 2022-3 with CPA Experience
 - Green Ribbon Schools Application
 - Principal's wish for Green-Space Projects

Section 2: Showcasing Successes

- **The benefits of project-based learning, doing good for our school and community, and including other CTE pathways (JQ)**
- **California Green Ribbon Schools - Gold (EH)**
 - **Highlight the prestigious achievement of being recognized as a California Green Ribbon School with Gold Distinction**
 - **Discuss the positive environmental and educational outcomes**
- **Robert Borneman Memorial Garden (EH)**
 - **Present the garden**
 - **Share its impact on the school community and the lasting tribute it represents**
- **State Seal of Civic Engagement (JQ)**

The Power of Project Based Learning

Problem-based learning



The U.S. Department of Education's Green Ribbon Schools recognition award honors schools, districts, and colleges for excellence in resource efficiency, health and wellness, and environmental and sustainability education.

THE THREE PILLARS

PILLAR ONE

**REDUCE
ENVIRONMENTAL
IMPACT AND
COSTS**

PILLAR TWO

**IMPROVE HEALTH
AND WELLNESS
OF STUDENTS
AND STAFF**

PILLAR THREE

**EFFECTIVE
ENVIRONMENTAL
EDUCATION**

THE THREE LEVELS

BRONZE

**Achievement
of
55.0 - 64.9%**

SILVER

**Achievement
of
65.0 - 74.9%**

GOLD

**Achievement
of
75% or better**



Oxnard High School

Oxnard Union High School District





**GOLD AWARD
2024**

**OXNARD
HIGH
SCHOOL**



**OXNARD
HIGH SCHOOL**

Green Space - Started in 2022-3



- Original Plan
- New Plan
- Maintenance
- Expansion









Robert Borneman Memorial Garden



- Memorial for long-time OHS Teacher
- Moved to Space less likely to be damaged
- Sheet Mulching
- Planting
- Next Steps: Additional Planting and Drip Irrigation
- Maintenance







State Seal of Civic Engagement



- Students already doing service learning
- Moved to Our Community: School, Neighborhood, City
- Revamped Requirements
- Students Researched, Planned, and Implemented a Civic Engagement Project Using the U.N. Sustainable Development Goals



For more information on the [State Seal of Civic Engagement](#)

**The class of 2022 had 11 students qualify for the State Seal of Civic Engagement, DISTRICT-wide.
The class of 2023 had 4 students qualify.**

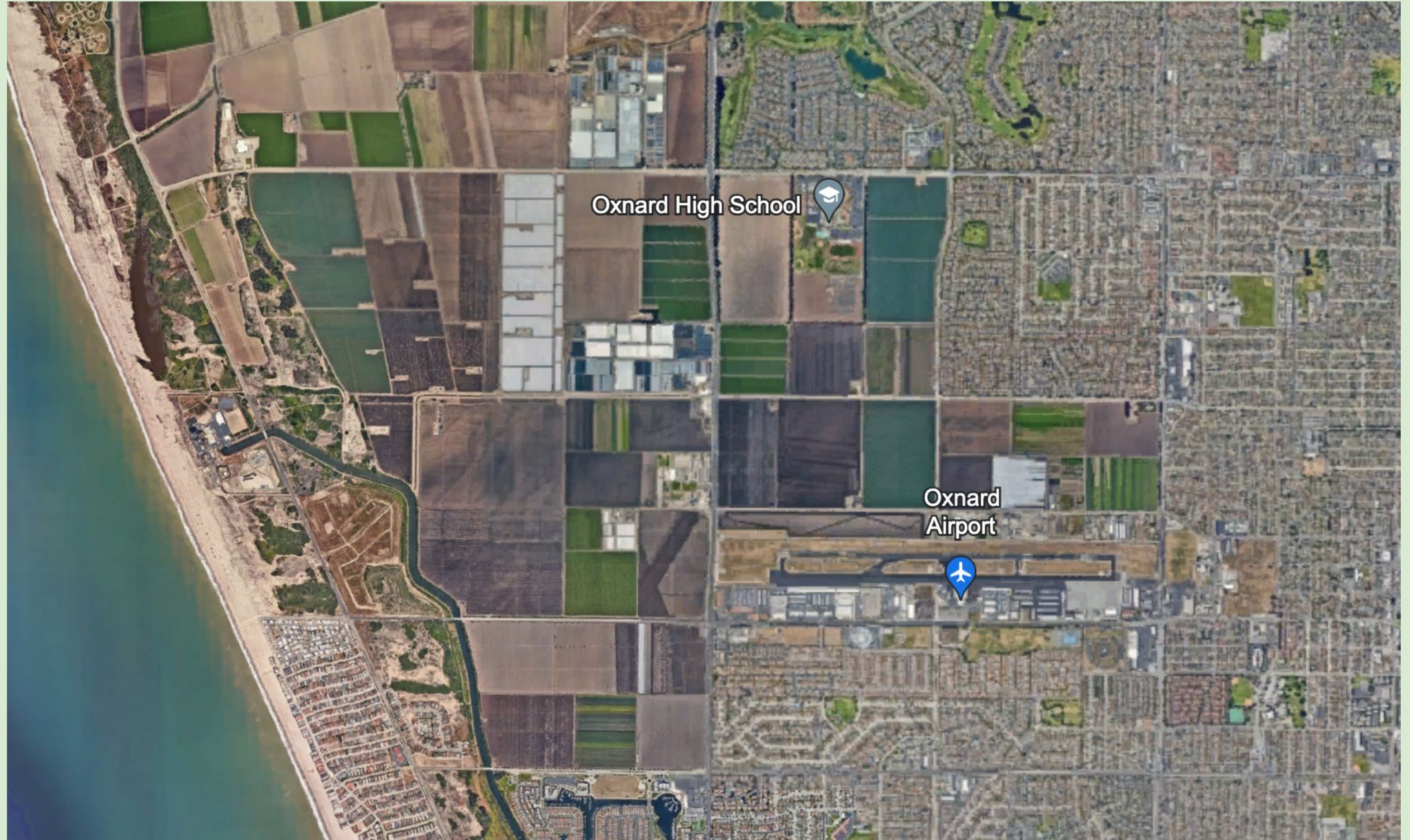
The District consists of over 17,300 students.

The OHS class of 2024 should see over 22 students at Oxnard alone.

Inspiration for Projects



Inspiration for Projects



Civic Engagement Projects



1 NO POVERTY 	2 ZERO HUNGER 	3 GOOD HEALTH AND WELL-BEING 	4 QUALITY EDUCATION 	5 GENDER EQUALITY 	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY 	8 DECENT WORK AND ECONOMIC GROWTH 	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	10 REDUCED INEQUALITIES 	11 SUSTAINABLE CITIES AND COMMUNITIES 	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION 	14 LIFE BELOW WATER 	15 LIFE ON LAND 	16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	17 PARTNERSHIPS FOR THE GOALS 	 THE GLOBAL GOALS For Sustainable Development



Steps Taken for Project

1. Introduce Global Goals
2. Connect Global Goals to Students
3. Community Walk
4. Map Community and ID Issues
5. Research Individuals Involved in Issue and Interview for Information/Advice
6. Generate and Discuss Ideas and Solutions
7. Create an Action Plan for a Community Issue
8. Document

Action Project Steps



1. Select a Problem

a. Brainstorm

2. Research the Problem

a. Research, Interview, Survey

3. Decide on Action Project

a. Select suitable project

4. Plan the Project

a. Develop step-by-step plan

5. Do the Project

6. Evaluate the Project

a. During: How is it going? How can things be done better?

b. End: Evaluate results, including how well team worked together and what was learned individually

Sample Action Project Steps Template



Appendix 7: Global Goals Community Action Plan

WORLD'S LARGEST LESSON In partnership with UNICEF

THE GLOBAL GOALS
For Sustainable Development

Follow these 6 simple steps to start your Global Goals Community Action Plan!

1. What's the problem?
2. What is our idea?
3. What skills do we already have that will help us?
4. How will we tell if our plan is working?
5. What will it look like when the problem is solved?
6. What's the first step we're going to take and when?

Template walks students through the Six Steps for an Action Project and provides a template for documenting those steps

Sample Template from [World's Largest Lesson](#)

Project Plan

Check-Off Sheet

- Includes Steps Needed
- Designed to keep students on track

Project Plan Sign Off Sheet – To keep your all on track to complete this project

Part #	Date Checked	Initials
P1: Project Name		
-invent a catchy name for your project & use it on everything you create for the project.		
P2: Member Names		
-write names of all members		
P3: Problem Statement		
-describe your problem (causes, effect, prevention)		
P4: Goals		
-describe your goals, keep it clear & simple.		
P5: Project Description		
- describe project in 2-3 sentence. how will you deal with the problem and address your goals?		
P6: Resources		
-list individuals or organizations who can help your project government, non-profit- or businesses		
P7: Action Steps		
-what steps will take you to get there? write down details and how will it work?		
P8: Task Chart		
-assign people task to get the project moving. create deadlines for each task assigned.		
P9: Evaluation Plan		
-take time to measure the success of the project before & after comparisons: photos, videos, surveys,		





Sample Project Topics

Issues Addressed

- Food Waste
- Trash Production and Lack of Recycling Bins
- Trash Left Behind After Nutrition/Lunch
- Mental Health and Students Not Utilizing Wellness Center Services
- Homelessness in Our Community and Helping Provide Resources and Raise Awareness
- Human Health/Unhealthy Food and Activity Choices
- Advocate for Use of Native Plants in our Community

Sample Project Documentation



[Food Waste](#)

[Native Plant Advocators](#)

[Teen Mental Health](#)

[Safe Haven](#)

Future Plans



Plans for Next Year and Beyond

- Incorporate components of Civic Engagement Project into Grades 10-12
 - Background information
 - Knowledge of local problems and government structure
 - Knowledge of school policies and the role of the school board
- Revisit Planning Documents and Make Changes as Needed

Section 3: Overview of Oxnard High School's Creative Funding Approach

- **Background on the Garden Project (EH)**
 - The origin and purpose of the garden project
 - The importance of project-based learning and its impact on students
- **Collaboration with Farm-to-School (EH)**
 - Partnership and its role in providing materials and support
 - The cost-effectiveness of leveraging external resources
- **Collaboration with Film Production (Video and Broadcasting) (EH)**
- **Collaboration with Culinary Arts CTE (May 20th Ribbon Cutting Event) (EH)**
- **[Civic Engagement Partnerships \(JQ\)](#)**
- **Student involvement (JQ)**
 - Education component
 - Benefits of engaging students in hands-on learning and practical skills gained
 - knowledge of native plants
 - sheet-mulching
 - drip irrigation
 - stewardship of natural resources

Leveraging Matching Funds

- **Understanding Matching Funds: (JQ)**
 - Define matching funds and their significance
 - Highlight the multiplier effect when combining different funding sources
- **Grant Funding Strategies: (JQ)**
 - Discuss effective strategies for securing grants
 - Emphasize aligning grant proposals with the school's mission and educational goals
- **District Funding Opportunities (JQ)**
 - Explore avenues for obtaining district funding
 - Provide examples of successful district-funded projects
- **Memorial Garden Fund (EH)**
 - Share the story of the memorial garden fund for Robert Borneman
 - Discuss how such dedicated funds can serve as a powerful resource

**We Have Plans
We Have Momentum**

Then ...

**We Are Hit With a Significant
Budget Cut in CPA Funding**

Funding



- CA Partnership Academy Funding - Since 2011
 - Clean Energy & Renewable Resources (4 year)
 - Grades 9-12
 - Up to 150 Students
 - \$1,000 per Qualifying Student
 - Green Technology (3 year) - Beginning in 2024
 - Grades 10-12
 - Up to 90 Students
 - \$900 per Qualifying Student

Grant Comparisons



Clean Energy & Renewable Resources

- 150 Students @ \$1,000
- Maximum Grant Amount \$150,000
- Personnel Max 40%: \$60,000
- Indirect Costs 5-8%: \$12,000
- What's Left: ~ \$78,000

Green Technologies

- 90 Students @ \$900
- Maximum Grant Amount \$81,000
- Personal Max 40% \$32,400
- Indirect Costs 5-8%: \$6,480
- What's Left: ~ \$42,120

46% Cut in Funding!

Funding



- Expenditure Guidelines
 - 40% for Salaries, Subs, etc
- Expenditure Examples
- Matching Funds
 - District
 - Partners

Sample Expenditures



- Maxed out 40% for Personnel under old funding
 - Coordinator Release Period and Benefits
 - Sub costs for WBL, Job-Alikes, Conferences
 - College Tutors with Benefits
- Where does the 60% after Personnel Go:
 - Materials and Supplies - supplemental and only for academy students
 - Conferences - EFC, SpringCUE, STEAM Symposium, Green Schools, AVID
 - Field Trips/Busses - colleges, workplace tours, environmental field work
 - Professional Services - facilitators, service providers, charter busses

Funding

- Less money available for projects
 - Other Sources of Money and Support
 - District Partners
 - County Partners
 - Community Partners



Funding - District Sources



➤ District Sources

- Career Education Office
- OUHSD Farm2School
- Instructional Support Services - Civic Engagement Guidance

Funding - District Sources



Career Education Department

- Offset Personnel Costs
 - College Tutors/Mentors up to 45 Hours/Month
 - Sub Costs: \$150-\$300 per teacher, per day
- Find and Schedule Work-Based Learning
 - Workplace Tours
 - Networking Luncheon
 - Industry Days



OXNARD UNION HIGH SCHOOL DISTRICT

**CAREER
EDUCATION**



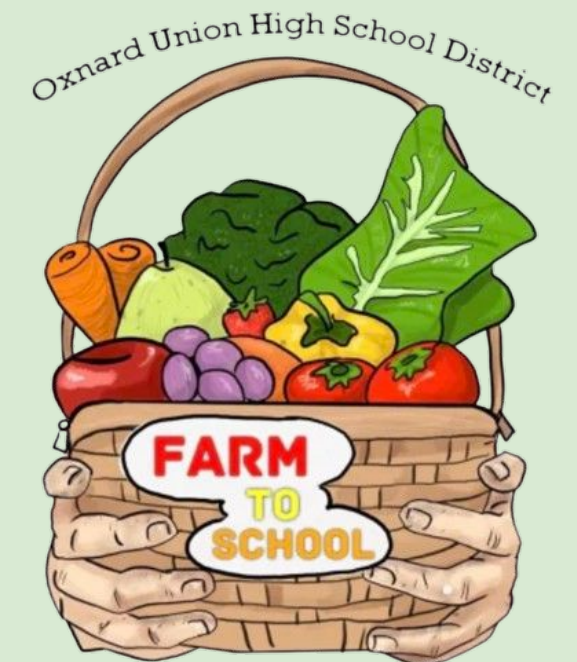
Networking Luncheon

Funding - District Sources



➤ [OUHSD Farm to School](#)

- Robert Borneman Memorial Space
 - Help Develop Plan
 - Provided Mulch and Border Material
 - Taught students Sheet Mulching
 - Provided Supplies for Drip Irrigation
 - Taught students Drip Irrigation



Funding - District Sources



➤ Instructional Support Services

○ Social Science Instructional Specialist

■ Civic Engagement Resources

● Added Application to Student's Canvas

Dashboard

■ Connected us with County of of Education Civic

Engagement Leadership Network

Funding - District Sources



➤ County Sources

- Ventura County Office Education
 - Civic Engagement Leadership Network
 - PD and Resources from:
 - [Civic Engagement Research Group](#)
 - [Constitutional Rights Foundation](#)
 - Local School Districts in Varying Stages of Implementation
- Student Showcase - to be held in April

Funding - District Sources



➤ Community Partner Sources

○ CA Global Education Project at UCSB

■ Sustainable Schoolyards - cross-curricular student led sustainability projects - stipend and materials budget

■ Teaching for Sustainable Communities - Three day summer professional development and planning time

Sustainable SCHOOLYARDS



Tuesday
NOV 28
4:30 P.M. TO
5:30 P.M.

Calling PK-12 grade teachers

in Kern, Orange, Riverside, San Bernardino, San Luis Obispo, Santa Barbara, and Ventura!

- ▶ Want to develop student-led, small-scale, low-cost solutions to sustainability issues in your schools' outdoor spaces?
- ▶ Want to connect with colleagues and develop cross-disciplinary and/or multi-grade partnerships?
- ▶ Want to grow your students' communication skills and local-global connections?

Join us, Tuesday, November 28, to learn about the Sustainable Schoolyards Program starting in 2024, and how it supports and guides cross-disciplinary, multigrade, student-led sustainability projects, and builds community within and between schools.

\$150 STIPENDS TO PARTICIPANTS & \$100 OF MATERIALS PROVIDED TO SCHOOL TEAMS.

The California Global Education Project at UC Santa Barbara presents

Teaching for Sustainable Communities 2023

Sustaining Teachers - Engaging Students



As we explore the overarching theme of sustainability and global competence, and how this relates to classroom instruction, we will weave in time for nature connection and strengthening our sense of place and community. Using a solutions forward approach, participants will identify ways to support their students in taking action on a sustainability issue they care deeply about.

June 20-22

Gevirtz School of Education

Free Classroom

9am-3pm

UC Santa Barbara

Resources

Attendees will:

- Investigate issues of sustainability in your community, and the social, cultural, and economic impacts on your students.
- Receive support for integrating sustainability and global competence into your classroom curriculum.
- Explore ways to engage your students in taking action using the global competence framework.
- Experience the restorative power of nature connection for yourself and your students.
- Receive free books and materials.

Funding - District Sources



➤ Partner Sources

○ [Mini Nature Reserve](#)

- Community Seed Nursery

- Community Roots Garden (down the street from OHS)

- Volunteer Events

- Informational Classes

Tips for Replicating Success

- **Key takeaways**
 - **Think horizontally - how can you maximize the resources you already have on your campus?**
 - **Use your humans wisely: capitalize on creativity and collaboration**
 - **Leverage your funding sources**
 - **CTE**
 - **Community**
 - **Wisdom on campus**
 - **Who do you know who needs what you DO have? Students have street cred, and they also provide inexpensive (free!) labor**

Reflection/Questions

Think about your academy



Q & A



<https://bitly.ws/3d8Ly>



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Academy Coordinator:

Jan Quilantang

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“The greatest threat to our planet is the belief that someone else will save it.”

– Robert Swan