GROUNDSWELL STEWARDSHIP INITIATIVE

Project Proposal & Final Report Document
2023-2024 School Year Project

Purpose:

This form provides a detailed description of the project you are pursuing this school year. This document will guide your project and Groundswell in how to support you and your students.

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1. DIRECTIONS

Click here to see an example of a full project proposal.

1.i. How to Fill Out the Form

There are three parts to each question:

[A] Answer all [A] boxes to indicate participation in a '23-'24 Groundswell Project.

- After **all [A] boxes** are completed, Send Groundswell staff an email and copy/paste the following:

  Send to: groundswell@gvsu.edu

  Subject line: __SCHOOL NAME__ Has Filled in **[A] Boxes** in Our Proposal

  Email Content:

  > Hi Groundswell,
  >
  > My school has filled out its first section, **Section [A]**.
  >
  > Thanks!

- Projects Committee (PC) will meet to review your submission of the **[A] boxes**. **To allow PC time to review, fill out the [A] boxes by the 15th of the month.**
- **Groundswell staff will get back to you on PC feedback within ten (10) business days of the 15th.**

[B] Answer all [B] boxes in response to comments on your school's feedback rubric (see section 13) from the projects committee. Your responses will indicate to the PC what you will adjust and respond to throughout the academic year.

- Send Groundswell staff an email and copy/paste the following:

  Send to: groundswell@gvsu.edu

  Subject line: **[B] Section** Completed by __SCHOOL NAME__

  Email Content:

  > Hi Groundswell,
  >
  > My school has responded to Projects Committee feedback by filling out **Section [B]**.
  >
  > Thanks!

- Once you fill in the **[B] boxes**, Groundswell staff will review and approve your school for funding. **Please note: the sooner you respond to PC feedback, the sooner your changes will be reviewed and funding approved.**

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- **Groundswell staff will review and approve your funding within ten (10) business days of your "[B] Section Completed by" email.**
- **Funding will be sent to your financial offices as soon as your project is approved.** This timeframe varies depending on your project, number of business days between approval and mailed check, and other factors. In your approval letter you will be notified that funding is on the way (standard mail: 5-10 business days).

[C] Answer all questions in the [C] section for the Final Report portion of this document.
[C] boxes must be filled out by May 31st, 2024.

1.ii. Due Dates & Deadlines

1. You can fill this form out on your own or with assistance from Groundswell staff, teacher colleagues, community partners, or your administrators.
2. Monthly Project Review is based on a rolling due date. All teams that wish for their project to be reviewed that month must submit before the 15th of the month.
3. **Groundswell staff will review and approve your section of your proposal within ten (10) business days the 15th of that month.**
4. The last opportunity to fill out **[A] boxes** for review is **on/before March 15, 2024**.
5. If you have questions or need assistance, contact Groundswell Staff (groundswell@gvsu.edu)

No submissions will be accepted for the 23-24 school year after March 15, 2024

2. SCHOOL INFORMATION

2.i. General School Info
[A] School Name(s):

[A] District:

Unsure? **School Districts - West Michigan (GSI List 2023)**

[A] Lead Teacher Name:

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[A] Lead Teacher E-mail:

[A] Lead Teacher Grade(s):	**Lead Teacher Subject(s):**

2.ii. Teacher Team Info

[B] Teacher Members

Teacher Team Member Name:	**Teacher Team Member E-mail:**

Teacher Team Grade(s):	**Teacher Team Member Subject(s):**

Teacher Team Member Name:	**Teacher Team Member E-mail:**

Teacher Team Grade(s):	**Teacher Team Member Subject(s):**

Teacher Team Member Name:	**Teacher Team Member E-mail:**

Teacher Team Grade(s):	**Teacher Team Member Subject(s):**

2.iii. Administration & District Info

[A] Administrators

School Principal Name:

School Principal E-mail:

[A] School OR District Financial Administrator Name:

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(This is the person who will review and approve your project expenses throughout the year, and who will work with you to report out on those expenses at the end of the project.)

> GRPS: Belinda Boorsma
>
> FHPS: Gabriel Genovese

[A] School OR District Financial Administrator E-mail:

> GRPS: Belinda Boorsma, boorsmab@grps.org
>
> FHPS: Gabriel Genovese, ggenovese@fhps.net

[A] School OR District Financial Office Address:

(This is where Groundswell will send funding. If you are unsure of where funds should be sent, contact Groundswell staff or your district offices.)

> GRPS: Business Service, GRPS 1331 Martin Luther King Jr. St. SE Grand Rapids, MI 49506
>
> FHPS: FHPS Financial Offices, 6590 Cascade R. SE Grand Rapids MI 49546

3. PROJECT DETAILS

3.i. Project Title:

[A] Have your students name your project

3.ii. Detailed Project Description:

3.ii. [A] Describe in 250 words or less a summary of the project you are planning.

This is largely up to your students, and a general summary is sufficient at this point.

What do you aim to do? What is your students' vision for this project?

3.ii. [B] Feedback Update - Respond to Groundswell Projects Committee

Describe changes and adaptions you have made and will make to the project.

3.ii.[C] FINAL REPORT - Project Description

Describe in 250 words or less an overview of the project you implemented. Please state changes that may have been made since the last update **[B]** of the project.

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4. STUDENT VOICE

4.i. Project Development & Implementation

4.i. [A] How will students lead project development and implementation?

4.i.[B] Feedback Update - Respond to Groundswell Projects Committee

Describe changes and adaptions you have made and will make in regards to how students are leading/will lead project development and implementation.

4.i. [C] FINAL STUDENT VOICE REFLECTION

How did students lead project development and implementation? Please state changes that may have been made since your last update **[B]** of the project.

5. PARTNERSHIPS

5.i. Identified Partners

[A] List community partners you plan to work with on your project.

Partner Organization	Participating Individual	State of Communication
		☐ I have confirmed project collaboration with this partner ☐ We have clear roles and expectations for the project ☐ The partner agreement has been signed by this partner and by me ☐ The requested invoice amount (if applicable) for this partner's support has been added to my budget

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		☐ I have confirmed project collaboration with this partner ☐ We have clear roles and expectations for the project ☐ The partner agreement has been signed by this partner and by me ☐ The requested invoice amount (if applicable) for this partner's support has been added to my budget
		☐ I have confirmed project collaboration with this partner ☐ We have clear roles and expectations for the project ☐ The partner agreement has been signed by this partner and by me ☐ The requested invoice amount (if applicable) for this partner's support has been added to my budget

5.i. [B] Feedback Update - Respond to Groundswell Projects Committee

Partner Organization	Feedback / Partner Updates

5.i. [C] FINAL Identified Partners:

Provide the complete list of community partners involved in your project.

Partner Organization	Participating Individual	Role in Project (examples: project design, land, materials, field work support, etc.)

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6. STUDENT PROGRESS / OUTCOMES

6.i. Students Will…

6.i. [A] What are the top 3 things students will know and be able to do as a result of the project?

1.
2.
3.

6.i. [B] Feedback Update - Respond to Groundswell Projects Committee

Define changes and adaptions you have made and will make in regards to the top 3 things students will know and be able to do as a result of this project.

1.
2.
3.

6.i. [C] FINAL REPORT - What do students know and what are they now able to do as a result of this place-based stewardship education project?

State the project results (including adaptions you made in regards to feedback or project changes) related to the top 3 things students will know and be able to do as a result of this project.

1.
2.
3.

6.ii. Assessment

6.ii. [A] How will these top 3 student learning outcomes (from the preceding question) for this project be assessed?

6.ii. [B] Feedback Update - Respond to Groundswell Projects Committee

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Respond to applicable feedback on the proposed assessment of learning outcomes.

6.ii. [C] FINAL REPORT - Please describe how you assessed the top 3 student learning outcomes and the results of this/these assessment(s).

Describe a moment where a student was blown away or wowed by the environment/moment on a Groundswell project.

7. STEWARDSHIP

7.i. Lifelong Stewardship

7.i. [A] How does this project encourage lifelong stewardship of the Great Lakes?

7.i. [B] Feedback Update - Respond to Groundswell Projects Committee

Respond to applicable feedback on students' lifelong stewardship of the Great Lakes.

7.i. [C] FINAL REPORT - Fostering Lifelong Stewardship

Please describe what changes you expect as a result of this effort in terms of students' knowledge, attitudes, and behaviors about stewardship

8. STUDENT ENGAGEMENT

8.i. Student Count

8.i. [A] How many unduplicated students will be involved in this project?

This means the total number of students participating in every class, minus the duplicates.

8.i. [C] FINAL REPORT - How many unduplicated students were involved in the project?

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8.ii. Grade Levels

8.ii. [A] What are the grade levels of students involved in this project?

8.ii. [C] FINAL REPORT - What are the grade levels of students involved in this project?

9. CURRICULUM LINKS

9.i. Local Standards

9.i. [A] List the top 5 (or more) state or local standards and benchmarks this project will fulfill:

Please use the number code and a brief description.

Top 5 Content Standards Addressed for this Teacher Using Alphanumeric Codes Only	Project Activities Tied to the Standards	Academic Subject	Grade Level	Teacher(s)

9.i.[C] FINAL REPORT - At the end of the academic year, confirm the standards that were met throughout the implementation of this project.

Please use the number code and a brief description.

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Top 5 Content Standards Addressed for this Teacher Using Alphanumeric Codes Only	Project Activities Tied to the Standards	Academic Subject	Grade Level	Teacher(s)

10. FIELD TRIP EXPERIENCES

10.i. [A] If the project includes specific field trips, describe how they will apply to the project.

Field Trip Title	Preferred Date	Field Trip Description and Destination
Lakeshore	April 13th, 2024	PJ Hoffmaster & dunes ecology

11. BUDGET

11.i. Unallowable Expenses

List of Unallowable Expenses

Please note this is not an exhaustive list of unallowable expenses. Contact Groundswell staff if you have questions about expenses.

- Purchases of goods and services that are not utilized by the end of the project period
- Alcoholic beverages
- Entertainment costs, which includes costs for amusement, diversion, and social activities
- Donations and contributions

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- Goods or services expended for personal use

Expenses that need prior written approval:

- Electronic devices or equipment such as computers, tablets, cameras, must be pre-approved.

11.ii. Budget Details

11.ii.[A] How much money do you anticipate needing for this project?

Please outline a rough budget for your project by describing how you intend to spend the funding from Groundswell to implement your project. Note the list of unallowable expenses below.

Contact Groundswell staff for ideas for spending your funding or tying in your students' goals to materials/equipment.

Services	Generalized	$
Materials & Supplies	Generalized	$
Other	Generalized	$ $
	Total Estimated Budget: Most projects range from $750 - $1,000 in funding. However, not every project requires as much funding. I If you're unsure, please reach out to Groundswell staff.	$

11.ii. [B] Detailed Project Budget

Please provide as much detail as possible. For example, list the different materials and supplies you will be purchasing with the amount for each type of materials/supplies. Add lines as needed.		
Item	**Description/Activity**	**Total**
Services (experts, guest speakers, consultants etc.)		$ $ $
Equipment		$ $ $

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Field Trip Title		$ $ $
Materials & Supplies (supplies are a current asset that is usually used up within the year they are purchased)		$ $ $ $ $
Other		$ $
	Total Request From Groundswell:	$

11.ii. [C] List any non-Groundswell funding also supporting this project. This helps us understand the full scope of the work being done. This will not count against you receiving project funding from Groundswell. (If there is no additional funds outside of the Groundswell funding, then leave this portion blank.)

Please include school funds, local funds, other grants, donations (in-kind), and donated time

Donated Materials	*Type of Support or Donation*	*Amount*
		$
	Total In-Kind Funds:	$
	Project Budget Grand Total:	$

12. SIGNATURE

12.i. [A] This electronic signature completes your initial proposal and indicates that the scope and feasibility of the project has been discussed with school administrators.

Lead teacher name (electronic signature):

Date:

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12.i. [B] This electronic signature completes your feedback submission and indicates that the changes in scope and feasibility of the project has been discussed with school administrators.

Lead teacher name (electronic signature):

Date:

12.i. [C] FINAL REPORT

This electronic signature completes your final project report.

Lead teacher name (electronic signature):

Date:

For any questions, contact Groundswell staff (groundswell@gvsu.edu).

13. FEEDBACK RUBRIC

2023-2024 Groundswell Feedback Project Rubric

School Name: **SCHOOL** Date of Review: **1/30/2024** ☐ Approved by Projects Committee

Category:		Emerging (Needs Improvement)	Developing	Transitional	Transforming (Preferred)
Foundations of Place-based Education	**Stewardship –** Benefits local environment and community (aligns with GLSI Principle 6)	☐ Work does not meet identified community environmental need	☐ Work meets other identified community environmental need	☐ Work weakly aligns with environmental need identified in a community plan	☐ Work directly aligns with environmental need identified in a community plan, such as a watershed management plan, school improvement plan, etc.
		Committee notes:	Committee notes:	Committee notes:	Committee notes:
		Teacher feedback:	Teacher feedback:	Teacher feedback:	Teacher feedback:
	Partnering – Collaborative, mutually beneficial school- community partnerships (aligns with GLSI Principle 4)	☐ Partners have no role in decision-making	☐ Involves at least 1 community partner ☐ One-way partnership ☐ Partners assist but have marginalized role in decision- making	☐ Involves at least 2 community partners ☐ Moderately reciprocal partnership ☐ Partners play strong role in decision-making ☐ Long-term relationships are emerging	☐ Involves at least 3 community partners ☐ Fully reciprocal, mutually beneficial partnership ☐ Partners are fully involved in decision-making ☐ Partnerships managed as long- term relationships
		Committee notes:	Committee notes:	Committee notes:	Committee notes:
		Teacher feedback:	Teacher feedback:	Teacher feedback:	Teacher feedback:
Student Engagement	**Student voice and sense of place** (aligns with GLSI Principle 1)	☐ Adults are making the majority of decisions ☐ Students make no connections between learning and community	☐ Adults are making the majority of decisions ☐ Students make connections between learning and school community	☐ Students are involved in decision- making process, but adults are taking the lead ☐ Students make connections between learning and neighborhood / family	☐ Students are leading decision- making process ☐ Students make connections between learning and community ☐ Students apply those connections to benefit the community
		Committee notes:	Committee notes:	Committee notes:	Committee notes:
		Teacher feedback:	Teacher feedback:	Teacher feedback:	Teacher feedback:
	Alignment to content standards	☐ No classroom connections or content alignment	☐ Classroom connections but not specific content alignment	☐ Aligned to single discipline	☐ Multi-disciplinary alignment
		Committee notes:	Committee notes:	Committee notes:	Committee notes:
		Teacher response/notes:	Teacher response/notes:	Teacher response/notes:	Teacher response/notes:
Community Connection and Reach	**Long-term sustainability**	☐ No additional support beyond Groundswell	☐ Working to gain support from building and district administrators, with help of Groundswell	☐ Looking for outside funding sources, with help of Groundswell ☐ Secured building/district support	☐ Secured external funding and building/district support ☐ Multi-year project
		Committee notes:	Projects Committee Notes:	Committee notes:	Committee notes:
		Teacher feedback:	Teacher feedback:	Teacher feedback:	Teacher feedback:
	Team size	☐ Individual teacher	☐ 2-3 teachers	☐ 4-5 teachers	☐ 5+ teachers
		Committee notes:	Projects Committee Notes:	Committee notes:	Committee notes:
		Notes	Notes	Notes	Notes
	Community outreach & communications	☐ None	☐ Educates other class(es) in school	☐ Educates parents / student families	☐ Educates wider community
		Committee notes:	Committee notes:	Committee notes:	Committee notes:
		Teacher feedback:	Teacher feedback:	Teacher feedback:	Teacher feedback:
Professional Development (PD)	Lead teacher has attended Groundswell PD in the past 12 months	☐ No	☐ Yes	Committee notes:	Teacher feedback:

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14. GROUNDSWELL PROJECT RUBRIC

	Category	Emerging	Developing	Transitional	Transforming
Foundations of Place-based Education	**Stewardship** – Benefits local environment and community (aligns with GLSI* Principle 6)	Work does not meet identified community environmental need	Work meets other identified community environmental need	Work weakly aligns with environmental need identified in a community plan	Work directly aligns with environmental need identified in a community plan, such as a watershed management plan, school improvement plan, etc.
	Partnering – Collaborative, mutually beneficial school-community partnerships (aligns with GLSI Principle 4)	Partners have no role in decision-making	Involves at least 1 community partner One-way partnership Partners assist but have marginalized role in decision-making	Involves at least 2 community partners Moderately reciprocal partnership Partners play strong role in decision-making Long-term relationships are emerging	Involves at least 3 community partners Fully reciprocal, mutually beneficial partnership Partners are fully involved in decision-making Partnerships managed as long-term relationships
	PD participation by team members Attendance is evaluated over 1 year	0-3 hours Does not consistently attend Professional Developments	4-9 hours Consistently attends Professional Developments yearly	10-18 hours Consistently attends Professional Developments quarterly	More than 18 hours Consistently attends Professional Developments monthly
Student Engagement	**Student voice and sense of place** (aligns with GLSI Principle 1)	Adults are making all the decisions Students make no connections between learning and community	Adults are making the majority of decisions Students make connections between learning and school community	Students are involved in decision-making process, but adults are taking the lead Students make connections between learning and neighborhood / family	Students are leading decision-making process Students make connections between learning and community Students apply those connections to benefit the community
	Alignment to content standards	No classroom connections or content alignment	Classroom connections but not specific content alignment	Aligned to single discipline	Multi-disciplinary alignment
Community Connection and Reach	**Long-term sustainability**	No addiitional support beyond Groundswell	Working to gain support from building and district administrators, with help of Groundswell	Secured building/district support Looking for outside funding sources, with help of Groundswell	Multi-year project Secured external funding and building/district support
	Team size	Individual teacher	2-3 teachers	4-5 teachers	5+ teachers
	Community outreach & communications	None	Educations other class(es) in school	Educates parents / student families	Educates wider community