

This template provides an outline of the components required of a RREV Innovative Pilot Sustainability Plan. The information in this template will serve as the basis for requests for schools/districts to proceed with an individually designed RREV Pilot Sustainability Plan.

Section 1: Define the Primary Sustainability Need

Sustainability for your pilot innovation can be described in three different levels of impact which we will define below.

Maintain – Least amount of contextual change. You are basically working with the same group of students and teachers to solidify the potential impact of your pilot and gather enough data to consider the pilot’s potential in new contexts.

Spread – Innovation or reform implemented in greater numbers of **similar grade level classrooms** and includes the activities, structures, materials, and underlying beliefs, norms, and pedagogical principles associated with the change strategy. –Coburn, 2003

Scale - Innovation or reform is implemented in greater numbers of **diverse grade level classrooms and schools** and includes the activities, structures, materials, and underlying beliefs, norms, and pedagogical principles associated with the change strategy.

- A. In the table below, select the level of impact and describe the pilot-identified student needs / problems that your plan will continue to address for both the 2023/2024 school year and for the next 3-5 years.

2023 / 2024 School Year

Identify: **MAINTAIN / SPREAD** / SCALE

Define sustainability need(s):

The pilot is currently addressing the problem of a lack of student engagement and physical/mental wellness. There are also many socio-economic barriers for students when it comes to participating in and accessing outdoor learning, leadership, and experiences. The pilot also addresses these needs as well. The initial pilot’s growth has been maximized and the size of the program has doubled in student population in one school year. The sustainability model will allow the core group of students, with the addition of one Ed Tech position, to maximize safety, maintain current equipment, offer new opportunities, and implement the core of the pilot’s mission.

3-5 year plan

Identify: MAINTAIN / SPREAD / **SCALE**

Define sustainability need(s):

Additionally, future spreading plans may include increasing the opportunities for internships, additional certifications, and partnerships in the community for Oxbow Outdoors. Because of the makeup of our school population, Oxbow inevitably gives students with socio-economic challenges chances to learn skills and participate in recreational opportunities that they would otherwise struggle to participate in.

B. Identify which additional students would be impacted, targeted, or supported as a result of your sustainability plan.

Review and describe the evidence (quantitative and qualitative data and research) that demonstrates the impact your pilot had on the original student populations and describe how this data informs your choice to Maintain / Spread / Scale.

Use data that will provide evidence your innovation supports the target student population. This may 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.

Any and all students were targeted with the Oxbow Outdoor program. The Oxbow Outdoors model exceeded its RREV performance objectives described more fully in section 2. The initial goal was to have 85 percent of students show academic growth. The program has shown growth since its inception as a pilot showing a substantial need for this type of programming and that students were actively promoting the program as a worthwhile endeavor on campus.

The data collected over the second year of pilot implementation showed that academic success was achieved by all participants in the program and this along with additional data collected and described in section 2 supports the decision to spread and scale .

Section 2: Data-Informed Sustainability

A. Provide the Logic Model your school used to implement your Pilot

| Resources | Strategies and Activities | Outputs | Short-Term Outcomes | Long-Term Outcomes | Impact |
|--|--|--|--|---|--|
| RREV financial support and coaching Natural resources including Mount Blue State Park and Sugarloaf Mountain The Foster Career and Technical Education Center (FCTEC) and the University of Maine-Farmington | Recruit a teacher qualified to teach an ELA course that connects classroom work with local resources. Create connections with F-CTC to advise on outdoor activities and their application to engineering concepts Create a course that integrates local resources, including outdoor activities and skills Construct outdoor education infrastructure including a yurt Obtain a bus to transport students and equipment for outdoor field trips Engage teachers and volunteers for outdoor activities | Teacher recruited FCTEC advisor recruited Course curriculum developed Number of students enrolled in course Outdoor infrastructure completed Number of teachers who participate in field trips or other outdoor activities Number of field trips | Improved staff use of local resources Strengthened connections between Mt. Blue and local institutes of higher education Students demonstrate academic growth Students demonstrate socio-emotional learning | Teachers incorporate local assets in their teaching practices. Improved graduation rates Students feel connected to their community | MBC capitalizes on local assets MBC students appreciate the outdoors and the assets of their community. |

B. Describe the data you collected about your innovation pilot outcomes that will be used to inform and shape your plan to MAINTAIN / SPREAD / SCALE

The data collected from the pilot were three Performance Objectives. Oxbow chose three performance objectives to show the program was meeting goals. The first was academic achievement in which 85 percent of students would attain a grade of B or higher in the program. The second objective was that students would show socio-emotional growth taken from the PEAR assessment. The third objective was that student enrollment would grow in the program.

The data collected over the second year showed that academic success was achieved by all participants in the program. The RREV performance objectives were hoping to see 16 full-time members in the outdoor leadership program by 2023. The success of the program and its intent were also seen in the growth of the program from second to third-year enrollment. The program doubled in size from 2022-23 to 2023-24 to 24 full-time members in the program.

We are still awaiting PEAR data on socio-emotional growth from the second year, but the initial data from the first year was highly positive and met the program's objective measures. On an anecdotal note, students that typically had struggled with attendance issues were always present in Oxbow and did not miss days they were scheduled for class. Students were also given an opportunity to reflect on the program at the end of the year. These reflections were overwhelmingly positive in the student's perceived ability to work on relationships and have positive feelings about school. Many parents/caregivers wrote/spoke about seeing positive socio-emotional changes in their students at home.

C. List new data that you will need to collect to further inform and shape your plan to MAINTAIN / SPREAD / SCALE

To Maintain the program, Oxbow will continue to use the same metrics.

To Spread the program, Oxbow will document the number of students outside the program that have been impacted on our campus by participating in Oxbow events and cross-curricular activities.

To Scale the program Oxbow will document the number of students outside the program that have been impacted in our district by participating in Oxbow events and cross-curricular activities.

Exposure to the program will ensure its longevity and future academic achievement and socio-emotional wellness in the future student population of the program and beyond.

Oxbow will continue to track student attendance as well as give students and parents the opportunity to reflect on the program and its operation.

Section 3: What is the intended impact of your sustainability plan

A. Describe the goals of your sustainability plan.

Consider how your plan will continue to meet the needs of the identified target student population(s) and describe changes in policy, practice, or structures necessary to MAINTAIN / SPREAD / SCALE your innovation.

2023 / 2024 School Year

The Sustainability Plan's Maintenance includes the ability to address the immediate infrastructure needs and equipment needs to meet the current student population in the program. Secure and safe facilities and transportation needs are a priority as many activities take place off campus.

Maintain Needs: The continued implementation and completion of the infrastructure to meet ADA compliance, maintenance, safety, and security measures on the campus. Oxbow will also need to maintain evaluative metrics for the program including student achievement, PEAR data, and maintain a successful number of students enrolled in the program.

Spread: In order to spread the pilot's core mission we have requested additional equipment and training to provide sending school students, Mt. Blue community students, and teachers in the building and district to access outside and experiential learning experiences. Through staff training, certifications, mentorship/volunteer opportunities, workshops, and live work experiences we can offer opportunities to a more sizable student population.

Spread Needs: Keeping the current infrastructure maintained and offering several new opportunities to actively engage in outdoor opportunities will increase and spread student engagement and physical/mental wellness. The Mt. Blue community campus and the entire districts (RSU 9, RSU 73, RSU 58, & Rangeley) will benefit from increasing these opportunities.

3 – 5 Year Plan

To maintain this program, we must also continue to foster relationships with community and statewide partners. These stakeholders include Foster Career and Technical Education Center (FCTEC) administration, and the district administration, including the Superintendent, assistant superintendent, school board, and business office. Additionally, keeping parents, the Oxbow Outdoors program advisory committee, the directors of athletics, transportation, and facilities, and colleagues informed is important to the innovation sustainability.

Over the next several years to half a decade, the goal is to scale the program in a relevant and responsible manner. First, we need to engage multi-age youth in leadership experiences mentored by Oxbow Outdoor students. Then, training additional staff and faculty in the safe use of equipment and outdoor activities.

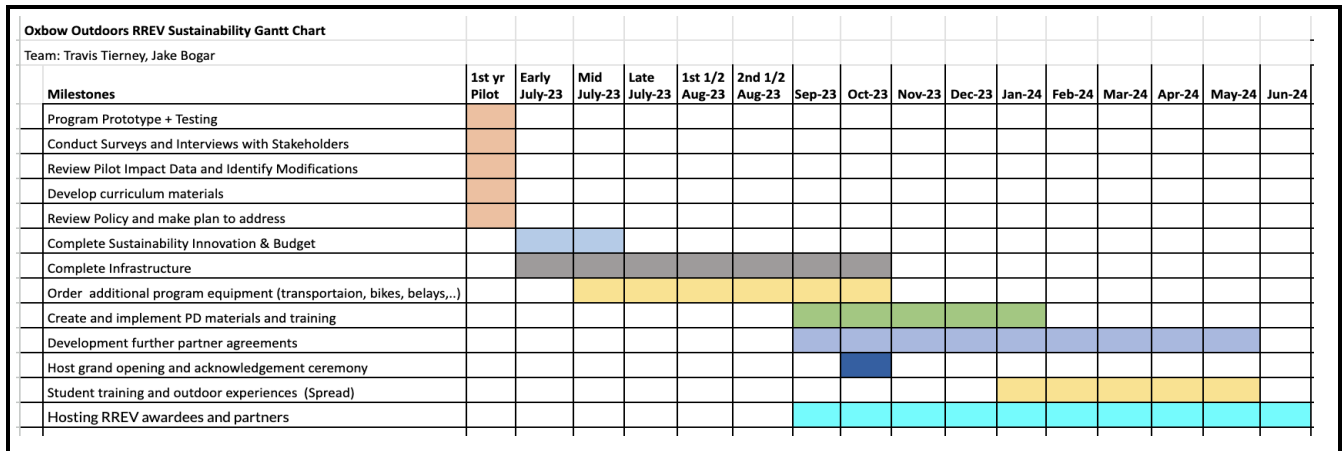
Scale: In order to scale the pilot's core mission, we will communicate and coordinate with other schools in our service region to give opportunities to other students to participate in outdoor activities. Transportation and logistical needs will arise. Yearly and planned interaction with community partners will also be needed.

Scale Needs: Training Oxbow Outdoor students on how to safely and effectively engage and lead multi-age youth in outdoor activities will be conducted. A seasonal plan and curriculum will be created in coordination with faculty and administration at the schools served that supports and enriches their local standards, values,

and curriculum objectives. Equipment needs that meet the size and age requirements of younger students will be assessed and procured to support activities. Additionally, a core presence will be established at the new RSU9 middle school CTE facility upon the completion of the construction.

Additionally, future spreading plans may include increasing the opportunities for internships, additional certifications, and partnerships in the community for Oxbow Outdoors.

B. UMaine GANTT Chart



Section 4: Identify Key Expenses and Necessary Resources

A. Describe budget expenditures and necessary resources required to MAINTAIN / SPREAD / SCALE your innovation through June 2024.

Essential Expenditures:

Infrastructure: Complete ADA ramp, storage, drainage, signage, lighting, flooring, hardscaping, and student/staff stipends. \$29,000

Equipment: Spread opportunities in the district with additional equipment and transportation needs including bikes, climbing equipment, trailers, mini-bus and a used truck. \$54,000

Curriculum: Maintain/spread/scale industry certifications to current students and future staff members regarding safety and occupational futures. They will also be used to provide PEAR surveys on student socio-emotional well-being. \$16,000

Professional Development: Training for new staff hires. \$700

Necessary Resources:

- District services and operational expenses including, but not limited to custodial, plowing, shoveling and salting walkways, mowing, electricity, transportation vehicle maintenance and inspections
- Large number of community partners
- Natural resources: Such as Mount Blue State Park, Sugarloaf, Titcomb Mountain, and Saddleback.

- Community volunteers and donors, for example E.L. Vining and Son Inc
- Farmington Parks and Rec
- Foster Career and Technical Education Center (FCTEC)
- Outdoor learning spaces and the Yurt which were part of the original implementation of the pilot
- Support from stakeholders: FCTEC administration, district administration, including the Superintendent, assistant superintendent, school board, and business office.

B. Describe budget expenditures and necessary resources required to MAINTAIN / SPREAD / SCALE your innovation BEYOND June 2024

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.

Essential Expenditures:

- A wide variety of outdoor certifications to match student need and interests and associated costs to support - \$15,000
- Infrastructure - \$3500 (plowing, mowing, electrical costs, heating/cooling)
- Transportation - \$8,000
- Yurt maintenance - \$1000 yearly
- Canoe trailers, maintenance, storage - \$1000

Consideration has been given to maintain/spread/scale the Oxbow Outdoor program with the usage of CTE budget funds, district budget funds, Perkins funding, grant and community funding, and yearly events/fundraising.

Necessary Resources:

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- Community volunteers and donors, for example E.L. Vining and Son Inc
- Farmington Parks and Rec
- Foster Career and Technical Education Center (FCTEC)
- Outdoor learning spaces and the Yurt which were part of the original implementation of the pilot
- Support from stakeholders: FCTEC administration, district administration, including the Superintendent, assistant superintendent, school board, and business office.
- School budget - salaries, maintenance of facilities, transportation costs, certifications and recertifications