

**PROJECT AGREEMENT
PA003**

Longitudinal Research and Evaluation Study Measuring the Impact of Student Participation in IDEA Public Schools and East Foundation's Stewardship Curriculum Deployed at IDEA's Camp Rio

This agreement is entered into by and between the parties shown below as Contracting Parties and is governed by the MOU entered into by the Contracting Parties effective as of September 1, 2019:

I. CONTRACTING PARTIES:

The Receiving Party: East Foundation hereinafter referred to as "Receiving Party"

The Performing Party: IDEA Public Schools hereinafter referred to as "Performing Party"

II. Project Description (Attachment A): The Performing Party shall perform the services and deliver the deliverables in accord with the timeline described on Attachment A, which is attached hereto and incorporated by this reference.

III. BASIS FOR CALCULATING REIMBURSABLE COSTS:

Only the costs described in **Attachment B**, Budget and Budget Narrative, which is attached hereto and incorporated by this reference, shall be reimbursable.

Funds must be utilized to complete tasks specified in Attachment A to qualify for reimbursement.

Facilities and administrative costs (i.e., indirect costs) shall be reimbursable at 0% of Total Direct Costs under this agreement.

IV. AMOUNT PAYABLE:

The total amount payable under this Project Agreement for this project shall not exceed: \$234,393

Funding commitment for fiscal year:

FYE September 30, 2020: \$78,150

FYE September 30, 2021: \$76,587

FYE September 30, 2022: \$79,656

The funding commitment for a fiscal year may not be carried forward to the next fiscal year, unless the Performing Party requests a carry forward in writing no later than 60 days prior to the fiscal year end which is approved in writing by the Receiving Party. Any such request shall not exceed 15% of the funding commitment for such fiscal year.

V. PAYMENT FOR SERVICES:

Performing Party shall bill the Receiving Party for its service performed hereunder on a quarterly basis.

The Receiving Party will pay the Performing Party for the services authorized in Attachment A, subject to the cost categories and estimated costs set forth in Attachment B. Each invoice shall be received within 30 days of the end of the quarter. The Performing Party will retain funds in a restricted account that is specifically dedicated to the fulfillment of this Project Agreement. The funds in this restricted account will be used exclusively to perform the services provided for by this Project Agreement.

The Performing Party shall invoice the Receiving Party for only those budgeted expenses incurred during the term of this agreement that are directly attributable to the completed portion of the work covered by this agreement, provided that the work has been completed in a manner satisfactory and acceptable to the Receiving Party.

VI. WORK PRODUCT USE AND RIGHTS

The East Foundation and IDEA Public Schools acknowledge and agree that all curriculum, data and analyses ("Work Product") developed in the course of performance of this Project Agreement shall be deemed to have been developed jointly by the East Foundation and IDEA Public Schools. The East Foundation and IDEA Public Schools shall jointly own the rights, including copyrights, copyright applications, copyright renewals, copyright extensions, title and interests in and to all Work Product developed jointly by East Foundation and IDEA Public Schools ("Rights"). Each party may license, reproduce, publish, modify, or otherwise use the Rights in any Work Product jointly developed by East Foundation and IDEA Public Schools for research or non-commercial purposes. All documents will contain a copyright mark acknowledging this joint ownership. There will be no charge to either party for such use.

Publications derived from the Work Product developed jointly by the East Foundation and IDEA Public Schools shall include authors from both the East Foundation and IDEA Public Schools and properly recognized in all publications in the acknowledgement section of any such article. The publishing Party shall provide the other Party with a proposed draft prior to a publication of reports or articles regarding research performed under this Agreement and shall give appropriate credit to the appropriate participating Parties therein.

VII. PARTIES' CONTACT INFORMATION

East Foundation Administrative Contact

Margarita DeLeon, Financial Accountant
200 Concord Plaza Dr., Suite 410
San Antonio, TX 78216
210-600-3484
mdeleon@eastfoundation.net

East Foundation Technical Contacts

Tina Y. Buford, Director of Education
200 Concord Plaza Dr., Suite 410
San Antonio, TX 78216
956-793-0785
tbuford@eastfoundation.net

Tyler A. Campbell, Principle Scientist

200 Concord Plaza Dr., Suite 410
San Antonio, TX 78216
210-447-0126
tcampbell@eastfoundation.net

IDEA Public Schools

Mr. Tom Torkelson, Founder and CEO
2115 W. Pike Blvd.
Weslaco, TX 78596
956-447-3796

VIII. TERM OF PROJECT AGREEMENT:

This Project Agreement is to begin October 1, 2019 and shall terminate September 30, 2022.

An extension to the Project Agreement may be granted only with the prior written approval of the East Foundation.

Both parties agree to meet annually to assess the Project Agreement and progress related to stated objectives and deliverables.

RECEIVING AGENCY

East Foundation


By: 

Dr. Neal Wilkins, President & CEO

Date: 8/20, 2019

PERFORMING AGENCY

IDEA Public Schools

By: 

Mr. Tom Torkelson, Founder and CEO

Date: 8/29/19, 2019

Project Title: Longitudinal Research and Evaluation Study Measuring the Impact of Student Participation in IDEA Public Schools and East Foundations Stewardship Curriculum Deployed at IDEA's Camp Rio

Points-of-Contact:

Administrative:

Tyler Campbell, Ph.D., Chief Program Officer
& Principal Scientist, East Foundation
200 Concord Plaza Dr., Suite 410
San Antonio, TX 78216
(210) 455-3650
tcampbell@eastfoundation.net

Sam Goessling, Chief Advancement Officer
IDEA Public Schools
2115 W. Pike Blvd.
Weslaco, TX 78596
(956) 373-7102
Samuel.Goessling@ideapublicschools.org

Budget:

Margarita DeLeon, Financial Accountant
East Foundation
200 Concord Plaza
San Antonio, Texas
210-600-3484
mdeleon@eastfoundation.net

Dana De Luna
Advancement Team
IDEA Public Schools
2115 W. Pike Blvd.
Weslaco, TX 78596
210-322-1605
Dana.DeLuna@ideapublicschools.org

Technical:

Tina Y. Buford
Director of Education
East Foundation
200 Concord Plaza Dr., Suite 410
San Antonio, TX 78216
(956) 793-0785
tbuford@eastfoundation.net

Nancy Mance
Director of Programming-Camp Rio
IDEA Public Schools
2115 W. Pike Blvd.
Weslaco, TX 78596
(719) 310-5262
Nancy.Mance@ideapublicschools.org

Summary Scope:

For the past 5 years IDEA Public Schools and East Foundation have partnered to design and deploy a TEKS aligned, adventure-based, stewardship curriculum that would engage the college bound students of IDEA Public Schools at Camp Rio. The next phase of work in this endeavor is a longitudinal research and evaluation study measuring the impact of student participation in the adventure-based, stewardship programming on academic performance, college enrollment, career development, and the pursuit of interests aligned to land stewardship, conservation and the outdoors. In general, we will 1) engage the college bound students of IDEA Public Schools in adventure-based, stewardship programming at Camp Rio and 2) evaluate the impact of the adventure-based stewardship curriculum on their academic success and attitudes towards conservation and stewardship. Specifically, we will secure the services of an Outdoor Education Program Manager to deploy adventure-based, stewardship curriculum along with training personnel to deliver programming at Camp Rio. IDEA will also secure the services of an Outdoor Education Curriculum and Data Administrator to assist IDEA's Research and Analysis team in implementing a valid assessment tool to measure the effectiveness of the stewardship programming. IDEA will utilize their network and resources to capture all objectives and deliverables within the timeline identified by this Project Agreement.

ATTACHMENT A: Project Description

Objectives:

1. To understand the short and long-term impact of student's participation in the adventure-based, stewardship programming on students interests in natural resources and stewardship.
2. To evaluate the short and long- term impact of participation in adventure-based, stewardship programming on student academic achievement and well-being.
3. To study the long-term outcomes the participating in the adventure-based, stewardship program upon student college and career choice in the natural sciences.

Approach:

This study is designed to answer the following key questions:

1. Do students who participate in the adventure-based, stewardship programming deployed at Camp Rio show increased interest in and more positive attitudes towards environmental stewardship and conservation?
- 2) Are students who participate in the adventure-based, stewardship programming deployed at Camp RIO reporting measurably increased well-being or enhanced engagement in learning?
- 3) How is student participation in the adventure-based, stewardship programming at Camp RIO associated with academic achievement, college enrollment and overall student success?

Key research questions address the ways in which variance in student exposure to the adventure-based, stewardship programming deployed at Camp RIO is associated with each of the following outcomes of interest:

- Student attitude towards, interest, and participation in conservation and natural resource stewardship
- Student perceptions of well-being and engagement in outdoor educational activities
- Student academic achievement
- Student college-going identity
- High school graduation rates
- College enrollment and graduation rates
- College field of study and degree selection related to conservation, environmental science and research
- Development of workforce in conservation, environment protection or the natural sciences

IDEA's Research and Analysis (R&A) Team currently collects data on organization-wide metrics on a quarterly basis and compares performance across regions and schools using case studies and quasi-experimental designs to highlight program outcomes, best and most promising practices, and provide support where needed.

The team already has evidence-based evaluation methods and plans in place to measure and report on the following work taking place within IDEA's schools: **Student achievement, growth and persistence** (year-over-year enrollment at IDEA); **Programmatic impact** (How do we structure new programs to measure impact? How do we use evidence-based practices and research in program design and development?); **Staff performance, training, skill assessment and satisfaction, and retention/attrition** (What are the critical factors of teacher and staff selection? How can we reduce staff attrition?) and **Family experience and persistence** (What are the risk factors for families? How do the experiences of first year students and families factor into persistence? What is the role of family engagement in IDEA?). As a result, IDEA is able to constantly connect existing and future evaluation work to other priority projects.

IDEA R&A Statistician is well versed in research methods that allow for the inclusion of machine learning methods to match students with similar demographic and academic profiles, comparing them in a way that will minimize variance bias. Student profiles will be matched according to demographic variables such as race, grade level, and special education or English language learner status and to academic markers such as state achievement scores, average daily attendance, and other common indicators of student achievement and college success metrics.

This research provides a multi-faceted strategy to examine the associations between participation in the outdoor education programs at IDEA's Camp RIO with the attitudes of students who participate, taking level of program participation ("dose"), relevant demographic variables, and previous academic achievement into account.

Survey Instruments

To address key research questions, the project R&A team will employ valid and reliable measures of student connection to nature, such as the Connection to Nature Index (CNI), the Nature Relatedness Scale (NR-6). The Connection to Nature Index (CNI)¹ is a 16-items rated on a Likert scale from 1 (strongly disagree) to 5 (strongly agree) with higher scores indicating a stronger connectedness to nature. The CNI is developed to measure connection to nature in children aged 8 to 10 years, and includes such questions as: "When I feel sad, I like to go outside and enjoy nature," "People cannot live without plants and animals," "My actions will make the natural world different," and "Picking up trash on the ground can help the environment." Questions are analyzed along four subscales: Enjoyment of nature (7 items), Empathy for creatures (4 items), Sense of oneness (3 items), and Sense of responsibility (3 items.) The CNI has been designed and tested for use in determining changes in youth over a relatively long period of time. The CNI will be used to determine whether students' connection to nature had increased or decreased after taking part in a program year over year in Grades 3 through 6.

¹ Chen-Hsuan, C.J.& Monroe, M. (2010). Connection to nature: Children's affective attitude toward nature. *Environment and Behavior*, 44(1), 31-49.

The Nature Relatedness Scale (NR-6)² is a 6-item scale that measures the strength of connection to nature that individuals feel. The NR-6 asks students to respond to such questions as “My ideal vacation spot would be a remote, wilderness area,” and “My relationship to nature is an important part of who I am.” Students respond to these questions on a 5-point Likert scale from 1 (disagree strongly) to 5 (agree strongly).

Because high connection to nature is associated with greater happiness and ecologically sustainable behavior, the Student Life Satisfaction Scale (SLSS)³ will be included in the student survey. The SLSS is a brief, seven-item self-report measure designed for use with children ages 8–18. Students will respond to items such as: “My life is just right,” and “My life is better than most kids” along a 6-point Likert scale, ranging from strongly disagree to strongly agree. The SLSS will be used to evaluate the possible short and long-term outcomes of increased life satisfaction when students develop a relatively greater connection to nature.

Researchers will use IDEA Public School district databases to cull data and measure variance by group in standard measures of student performance (student achievement on standardized state assessments, year-over-year enrollment, student persistence, high school graduation rates, college matriculation and completion).

The R&A team will work with IDEA’s Camp RIO and East Foundation leadership and staff to develop survey items specifically related student experience at Camp RIO. These questions will be shared with a representative sample of both current IDEA students participating in Camp RIO, “Wildlife by Design” and the “Behind the Gates” field day experience, and with a sample of all IDEA alumni who participated in Camp RIO. The survey will include both open response and scaled response times, such as:

- 1) Please share the three most significant experiences or life lessons you took from your experience with Camp RIO?
- 2) How much did your experience at Camp Rio impact your interest in environmental and wildlife conservation?
- 3) What are some of the environmental and wildlife conservation behaviors you currently practice? How frequently do you engage in these conservation behaviors?
- 4) How much did your experience with Camp RIO influence your choice of college major? Your choice in career pathway?

Survey Administration

Surveys of IDEA students will be administered via the use of electronic tablets that connect to the internet. During the day students spend with Camp RIO, they will be divided into groups of no greater than 32 and offered the opportunity to participate in a brief survey of their experience with camp, attitudes towards wildlife and connectedness to nature. Furthermore, a randomly selected sample of 5th grade students will participate in a longitudinal cohort study. This

² Nisbet, E.K. & Zelenski, J.M. (2013) The NR-6: A new brief measure of nature relatedness. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2013.00813>

³ Huebner, E.S. (1991). Initial development of the Students’ Life Satisfaction Scale. *School Psychology International*, 12, 231-243.

randomly selected group of students will take the surveys year over year, each time they participate in Camp RIO activities. This way, we will be able to evaluate the cumulative impact of Camp RIO participation for small sample of students who are randomly selected to represent the population of students attending camp. Student surveys will be administered by the Outdoor Education Program Manager, and the Education Curriculum and Data Administrator to ensure data integrity and timeliness of student responses.

Data Integration, Security and Protection

Students taking the survey will be logged in to a general administrator account. Students will enter their unique IDEA Public Schools student identification number. IDEA students each have a unique number that they are assigned upon enrollment. This unique number identifies a single student throughout the course of his or her tenure with IDEA. Students frequently use their unique identification number to complete surveys and classroom assessments. All student data can be integrated and updated in IDEA student databases that track individual student progress and outcomes. Student unique identification numbers are printed on individual student identification badges. Student responses will be collected electronically, in real time, as students complete the survey items. Once complete, students will exit the electronic survey. Individual student item responses will be saved to a locked and password protected internal database that meetings all standards of IDEA Public Schools information protection and security. Once all student responses are collected, the IDEA R&A Data Integrity Specialist will link student survey responses to measures of student demographic information, academic achievement, year-over-year persistence with IDEA Public Schools, participation in Camp RIO (or “dose”) and other collected measures of achievement and engagement by matching the unique identification number. The R&A team regularly engages in this work to link individual student data points such as grades, daily attendance, state assessments, and college matriculation outcomes, to other measures of interest to evaluate program, project, and educational curriculum outcomes.

All student responses will be treated as confidential, and no effort will be made on the part of researchers to connect student responses to student names. While student unique identification numbers will be used to evaluate the associations between time spent at Camp RIO and student academic and social outcomes of interest, no individual responses will be shared. The R&A team will report data analyses and outcomes in aggregate in all quarterly updates, interim and final reports.

Data comparison groups, instruments and system of measurement, and frequency of data collection will occur as follows:

Research Question	Assessment Group(s)	Instruments/ Systems of Measurement	Frequency
1) Do students who participate in the adventure-based, stewardship programming at Camp RIO show increased interest in and more positive attitudes towards environmental stewardship and conservation?	Students participating in the programming will be analyzed by “dose” or number of years of participation/ exposure to curriculum and grade and compared with students who did not participate in the programming at Camp RIO. Random sample of IDEA Alumni who participated in Camp RIO.	Connection to Nature Index (CNI) Nature Relatedness Scale (NR-6) Additional qualitative survey questions	Current IDEA students: At time of visit to Camp RIO, via electronic tablet IDEA Alumni: Mid-year survey
2) Are students who participate in the adventure-based, stewardship programming at Camp RIO reporting measurably increased well-being or enhanced engagement in learning?	Students currently participating in the programming at Camp RIO grouped by “dose” compared with an academically and demographic statistically matched sample of students who did not participate in Camp RIO.	Subjective Life Satisfaction Scale (SLSS) Student Engagement in School (Panorama Education SEL)	A time of visit to Camp RIO Year over year for students participating in Camp RIO
3) How is student participation in the adventure-based, stewardship programming at Camp RIO associated with academic achievement, college enrollment and overall student success?	Students participating in the programming at Camp RIO grouped by “dose” compared with a statistically matched sample of students	Academic achievement: report cards, STAAR, etc. Student persistence data, College enrollment, matriculation and graduation data. CNI, SLSS Additional qualitative survey questions	EOY Annual data collection from IDEA Alumni

Reporting Structure:

The study will monitor changes in responses as students experience IDEA's Outdoor Education Program. The proposed timeline for producing reports is as follows: **Quarterly:** Collect survey and qualitative data from students attending Camp RIO and follow-up data from IDEA Alumni who have attended Camp RIO; **Annually, End of School Year:** Produce an annual evaluation report on all project components, including preliminary and key finding, an explanation of any changes or updates to goals, objectives and methodology, planned products or publications; and **End of Three-Year Grant Period:** Cumulative final report summarizing the results of the entire Camp RIO research project in partnership with the East Foundation. Interim reports and updates will be provided upon request. The research and evaluation team's dissemination plan for sharing learning includes reports to the East Foundation, as well as participation in webinars, practitioner briefs, conference convenings, and policy briefs.

Deliverables:

1. Deployment of adventure-based, stewardship programming at Camp Rio.
2. Tools to evaluate the stewardship's programming defined outcomes capturing both quantitative and qualitative data.
3. The East Foundation and the IDEA R&A team will, in the first two years of the study, present preliminary results in at least two of the following forums: relevant conferences, relevant webinars, local Rio Grande Valley magazines, newsletters or newspaper articles. In the final year of the study, East Foundation and the IDEA R&A team will prepare for publication in a peer-reviewed journal such as *The Journal of Environmental Education* the results of the 3-year longitudinal study.
4. Annual report to the East Foundation that includes a summary of the Outdoor Education Program Coordinator and Outdoor Curriculum and Data Coordinator's activities, all evaluation data collected, and the product outlined below.

IDEA's Research and Analysis Team's Year-Over-Year: Analysis, Timeline, and Anticipated Results

Research Question	Year 1	Year 2	Year 3
1) Do students who participate in Camp RIO show increased interest in and more positive attitudes towards environmental stewardship and conservation?	<p>Baseline analysis of results from CNI, NR-6 and qualitative surveys.</p> <p>Anticipated Results: Students who have participated in Camp RIO for a relatively greater number of years (higher "dosage") will score higher on the CNI or NR-6, and will engage relatively increased behaviors of interest in ecological stewardship and conservation (as measured in qualitative survey) than students with relatively fewer years of participation in Camp RIO, based upon student self-report of "dosage."</p>	<p>Cross sectional analysis comparing results from CNI, NR-6 and qualitative surveys.</p> <p>Difference score and mean difference comparisons for students who participated in Year 1 and Year 2. Grouped by "dosage."</p> <p>Anticipated Results: Students with relatively higher Camp RIO dosage will score higher on CNI or NR-6 and will engage in relatively increased behaviors of interest in interest in ecological stewardship and conservation compared with students who have a relatively lower dosage. Effects will compound year-over-year, as measured by students participating in Year 1 & Year 2 assessments.</p>	<p>Cross sectional analysis comparing results from CNI, NR-6 and qualitative surveys.</p> <p>Difference score and mean difference comparisons for students who participated in Years 1, 2 & 3 compared with students who participated in Years 2 & 3, and Year 3 only.</p> <p>Anticipated Results: Students with relatively higher Camp RIO dosage will score higher on CNI or NR-6 and will engage in relatively increased behaviors of interest in interest in ecological stewardship and conservation compared with student who have a relatively lower dosage. Effects will compound year over year.</p>
2) Are students who participate in Camp RIO reporting measurably increased well-being or enhanced engagement in learning?	<p>Pre and post-test comparison of student survey Subjective Life Satisfaction Scale (SLSS) and Students Engagement in School (Panorama Education SEL). Comparison of student scores against scores of students who did</p>	<p>Comparison of SLSS and Students Engagement in School (Panorama Education SEL) for students with relatively greater Camp RIO "dose."</p> <p>Anticipated Results: Students with a</p>	<p>Compare student responses to SLSS and Student Engagement School difference score and mean difference comparisons for students who participated in Years</p>

Research Question	Year 1	Year 2	Year 3
	<p>not participate in Camp RIO.</p> <p>Anticipated Results: Students with a relatively have participated in Camp RIO for a relatively greater number of years will score higher on baseline SLSS and Student Engagement in School measures than students with a relatively lower “dose” of Camp RIO, based upon student self-report.</p>	<p>relatively higher Camp RIO “dose” will score higher on SLSS and Student Engagement in School measures than students with a relatively lower “dose.” Effects will compound year-over-year, as measured by students participating in Year 1 & Year 2 assessments.</p>	<p>1, 2 & 3 compared with students who participated in Years 2 & 3, and Year 3 only.</p> <p>Anticipated Results: Students with a relatively higher Camp RIO “dose” will score higher on SLSS and Student Engagement in School measures than students with a relatively lower “dose.” Effects will compound year-over-year; though we may experience a “ceiling effect” in Year 3 comparisons.</p>
<p>3) How is student participation in Camp RIO associated with academic achievement, college enrollment and overall student success?</p>	<p>Cross-sectional comparison Compare 5th and 8th grade STAAR science results, AP science results, and college matriculation of students who participated in Camp RIO (grouped by “dose”, based upon student self-report) with a sample matched by demographic and academic profile (Propensity Score Matching) of students who did not attend Camp RIO.</p> <p>Anticipated Results: Students with relatively higher “dosage” of Camp RIO (by 4th and 7th grades) will score higher on STAAR science and AP science tests. Students with a relatively higher “dose” will be more likely to matriculate to colleges with a focus on science,</p>	<p>Cross sectional analysis comparing 5th and 8th grade STAAR science results, AP science results, and college matriculation.</p> <p>Longitudinal study (first year) comparing 5th and 8th grade STAAR science, AP science results and college matriculation for students who: (a) Only participated this year; (b) Only participated the first year; (c) Participated both years; (d) Never participated in Camp RIO, but share similar demographic and academic profiles to the students who did participate (Propensity Score</p>	<p>Cross sectional analysis comparing 5th and 8th grade STAAR science results, AP science results, and college matriculation.</p> <p>Longitudinal study (first year) comparing 5th and 8th grade STAAR science, AP science results and college matriculation for students who: (a) Only participated in Year 3; (b) Only participated in Year 1; (c) Participated in Years 1 & 2; (d) Never participated in Camp RIO, but share similar demographic and academic profiles to the</p>

Research Question	Year 1	Year 2	Year 3
	<p>technology and agriculture, and will be more likely to indicate that they are engaged in science and ecological conservation courses than students with a relatively lower “dose.”</p>	<p>Matching).</p> <p>Anticipated Results: Cross Sectional Analysis will indicate that students with relatively higher Camp RIO “dose” will score higher on STAAR and AP science tests. Longitudinal Analysis will indicate that effects of “dosage” compound year-over-year, as measured by students participating in Year 1 & Year 2 assessments.</p>	<p>students who did participate (Propensity Score Matching).</p> <p>Anticipated Results: Cross Sectional Analysis will indicate that students with relatively higher “dose” score higher on STAAR and AP science tests. Longitudinal Analysis will indicate “dosage” compounds year-over-year, as measured by results from students participating in Year 1, 2, and 3 assessments.</p>

ATTACHMENT B: Budget and Budget Narrative

Budget

Budget Item*	FY 2020	FY 2021	FY 2022
Salary and benefits	72,900	75,088	77,406
Supplies and materials	0	0	0
Equipment	5,250	1,500	2,250
Travel	0	0	0
Other	0	0	0
Annual subtotal	78,150	76,588	79,656
Indirect costs	0	0	0
Annual total	78,150	76,588	79,656

Total Amount Budgeted: \$234,393

Budget Narrative

Salary and Benefits: Funding for Education Program Manager and Education Data and Curriculum Administrator for Camp Rio

The Outdoor Education Program Manager will focus their time on the following deliverables:

1. Deploy natural resource, adventure-based programming at Camp Rio.
2. Implementing TEKS and vertically aligned course curriculum materials for grades 1–12 in natural resource education.
3. Collaborate with the Curriculum and Data Administrator to develop and implement data tools to evaluate the stewardship's programming defined outcomes capturing both quantitative and qualitative data.
4. Develop a staff professional development scope and sequence and delivering monthly curriculum implementation trainings.
5. Conduct weekly, in-field formal coaching and feedback sessions with each Instructional Guide to improve the delivery of curriculum materials and improving the quality of instruction.
6. Provide recommendations for any improvements to East Foundation's "Behind the Gates" Field Day based on participation and support throughout the week.
7. Maintain regular communication and provide updates to the East Foundation; prepare an annual report and other reports as requested.

As the project evolves, deliverables for Year 2 (SY20-21) and Year 3 (SY21-22) will be revisited and revised, as needed, by Camp RIO and East Foundation leadership to ensure the needs of both organizations are met.

The Outdoor Education Curriculum and Data Administrator will focus their time on the following deliverables:

1. Design and document high quality adventure-based, stewardship programming by drafting TEKS aligned, natural resource focused curriculum materials for every activity, and every grade level (for a total of 36 lessons).
 - a. Partner with Outdoor Education Program Manager to ensure curriculum is implemented in the field and staff are trained and evaluated.
2. Partner with the East Foundation and IDEA's Research and Analysis team to implement a valid assessment tool to measure the effectiveness of the outdoor education program.
 - a. Define measurable goals for the natural resource, adventure-based programming and develop necessary evaluation methods for an annual review.
 - b. Produce reports reflecting the results of collected data.
 - c. Make recommendations and improvements as necessary based on data analysis and findings.
3. Collaborate with the Outdoor Education Program Manager to develop and implement data tools to evaluate the stewardship's programming defined outcomes capturing both quantitative and qualitative data.
4. Provide recommendations for any improvements to East Foundation's "Behind the Gates" Field Day based on participation and support throughout the week.
5. Maintain regular communication and provide updates to the East Foundation; prepare an annual report and other reports as requested.

Supplies and Materials: None

Equipment: To complete the required survey administration in the natural environment, a minimum of 35 electronic tablets will be purchased. Tablets will need to be stored in a secure and locked location at Camp RIO and appropriately electronically charged prior to survey administration. At approximately \$145 per tablet, this adds an additional \$5,075 to the overall budget.

Travel: None

Other: None

Indirect Costs: None.

Totals:

FY2020: \$78,150

FY2021: \$76,587

FY2022: \$79,656