



GRANT PROPOSAL GUIDELINES FOR OUTDOOR WILDLIFE LEARNING SITES

*“In the end, we will conserve only what we love,
we will love only what we understand,
we will understand only what we are taught.”*

-Baba Dioum

Funded through...

Kansas Department of Wildlife and Parks

In Cooperation with...

Kansas Association for Conservation and Environmental Education

Kansas Association of Conservation Districts

Natural Resources Conservation Service (USDA)

Earth Partnership for Schools

Kansas Green Schools Program

INTRODUCTION

The Kansas Department of Wildlife and Parks (KDWP) is responsible for stewardship of the state's wildlife resources. Therefore, an important part of its mission is to enhance a public appreciation for wildlife. Effective education is central to this effort.

In 1991 KDWP initiated funding for the Outdoor Wildlife Learning Site (OWLS) program to help increase student exposure to native wildlife and plant communities on school grounds and other locations throughout Kansas. An initial grant, up to \$2,000 and not exceeding 80% of the total budget, can be provided for any school desiring to create an Outdoor Wildlife Learning Site. Also available is a smaller grant of \$250 per classroom (limited to \$2,000 per building) called "Window OWLS," which can be used to create "mini" habitats near classroom windows. Funded sites are eligible to receive up to an additional \$1,000 upon completing the required certification or rejuvenation process.

The OWLS program has been documented to be an effective means for establishing additional wildlife habitat while serving as an outdoor learning site for children and educators. This was supported through on-site visitations of OWLS sites by the OWLS Program Coordinators. Site utilization and coordination has been enhanced through special workshops and several curricular manuals available through KDWP for OWLS school staff members to relate on site activities with the state curriculum standards.

WHY AN OUTDOOR WILDLIFE LEARNING SITE?*

The concept

Schools are places of hope and learning for our youth, the future caretakers of our earth. They are one of several institutions we depend upon to educate our youth in the care, development, and use of our natural resources. **The best way to teach and learn about nature is to provide the student with natural, outdoor demonstration settings.** Creating and sustaining an OWLS is a positive approach and an effective tool for teaching students (of all ages) responsible and constructive actions which benefits both wildlife and our environment.

The benefits...for wildlife

Wildlife is an environmental barometer. **If wildlife is in trouble, people probably are, too.** Most school sites were designed and are maintained without consideration for the needs of wildlife. A maintained OWLS provides an opportunity for educational experiences as well as healthy habitat for wildlife.

The benefits...for students

Students are enlivened when provided with the opportunity to apply knowledge to a realistic situation. Basic skills are reinforced by applying concepts into usable and functional projects and activities. **Interdisciplinary study, science literacy, social skills, and cooperative learning are brought into focus and can be measured through the process of designing, implementing, and evaluating OWLS projects.** Student achievement in skills, concept mastery, and self-esteem tends to be enhanced by the opportunity to apply and reinforce learning

within a setting that students help to create and sustain. These hands-on, outdoor experiences directly connect students with the needs of wildlife as they increase their awareness and appreciation for all living things.

The benefits...for teachers

Many instructors are prevented, because of budget and time constraints, from transporting classes to distant natural areas for biological study. However, many schools have property readily available which can be developed into an outdoor learning site. **Such a site is a place to take action, a place to experiment, apply knowledge, and hone skills while increasing awareness and understanding levels.** The OWLS enhances a teacher's opportunity to incorporate a variety of strategies, approaches, topics, and experiences within the curriculum. **Opening the door of the classroom to include the outdoors invites freshness into teaching.** The students' learning is enhanced while the teacher's satisfaction of achievement is increased.

The benefits...for society

Ecological literacy is a necessity in our contemporary society. **Each generation of our youth, in due time, must assume responsibility for their environment.** Starting with an OWLS, steps can be taken to support healthy environments while instilling ethics of responsible stewardship. **An OWLS encourages an awareness of ecosystem citizenship.** The implication that individuals can make a difference has a lifelong, positive impact. **Students need to be engaged in live related activities which focuses on and heightens their awareness of their environment and their stewardship role.** Responsible citizenship means that people will make informed decisions and take constructive actions to benefit society. OWLS' can assist in manifesting this effort.

* Adapted from the Project WILD Guide - "WILD School Sites"

COMMON QUESTIONS ASSOCIATED WITH DEVELOPING AN OWLS PLAN

When starting a project such as this, often it is hard to know what questions to ask. Here are some common questions about OWLS.

What is an OWLS?

OWLS is an acronym for Outdoor Wildlife Learning Site. In 1991 the program was initiated and sponsored through the Chickadee Checkoff of the Kansas Department of Wildlife and Parks (KDWP). OWLS are developed to attract and hold a variety of native wildlife species and to facilitate multi-disciplinary learning opportunities for students. **ALL sites are required to have a water feature (wetland, molded pond, bubbling rock, fish, frog pond or birdbath), three terrestrial features (woodlands, shrublands, prairies or wildflower gardens), a Wildlife Resource Center, and a minimum of three site specific related activities per grade level or subject area (for secondary schools).** Although not required, OWLS will fund bird houses, bird feeders, butterfly houses, etc. (see example budget, p. 16). The program involves numerous agencies, organizations, and interest groups, all with the purpose of fostering in our youth a better understanding and appreciation of our wildlife and their environment.

Who is eligible to receive an OWLS grant?

The major focus is on K-12 schools, however, nature centers, special education schools, colleges, or youth oriented organizations can apply for an OWLS grant. **The purpose of OWLS will be to establish outdoor learning laboratories on as many educational/institution grounds as possible.**

How much money can be provided by KDWP for an OWLS grant?

An original grant will be \$2,000 per site for initial development. The money is designated primarily for **features** that attract wildlife, **NOT for tools, equipment, sheds, benches, texts, manuals, bird food, required OWLS sign, etc.** **ALL sites are required to have a water feature and at least three different terrestrial features.** Follow-up grants may be available depending on the maintenance and success of the school's initial OWLS development. An OWLS certification program has been established to recognize outstanding OWLS and to establish their eligibility for an additional \$1,000. An additional \$1,000 in rejuvenation funding is available, as are \$250 "windows grants."

When and who should apply for an OWLS grant?

Any educator can apply for an OWLS grant. An OWLS Coordinator will be working with the applicant in developing an OWLS proposal for potential funding. There is **no deadline**, proposals will be reviewed in the order they are received and judged according to their merits.

Who is responsible for planning, implementing and maintaining the OWLS?

The **OWLS Committee** along with assistance from other groups and individuals with special expertise. **The contract calls for a 5 year maintenance requirement.**

Who should be on the OWLS Committee?

Normally, committees should number more than eight, but less than fifteen. Take into consideration what is a workable number for your situation to conduct successful meetings. **The more individuals you involve, the more likely your project will succeed. Experience has shown projects developed by one or two individuals expire when these individuals leave.** **As a minimum, the committee should include the following:** An administrator, 2-teachers, 2-students, 1-parent, school maintenance person, desirable neighbors, community members, and area resource specialists (your OWLS coordinator will assist you in finding resource specialists).

SUGGESTIONS FOR A SUCCESSFUL OWLS*

Consider the following ideas for creating a strong support base to ensure your project will endure. These strategies will enable your site to become a flourishing endeavor for the long-term benefit of the students as well as for wildlife and the community.

Root the project in student leadership

The strength of the project is with the students. The students should be involved in choosing the project and planning each significant step. You can counsel and guide, but this is a project that can only continue from the student's perception of need. Inspiration is born when students are encouraged and nurtured to recognize and take the necessary action to improve their school's environment for wildlife as well as an education site.

Establish well defined attainable goals

Help the students realize that their goals are attainable, something they can accomplish. Begin with familiarizing the students about different factors regarding our wildlife and their environment. Collecting articles is a small but terrific start. Generate ideas as to how their school site can help with problems discovered through the media. Develop at least two EE activities (with standards) per class/grade.

Support from teachers

To ensure longevity for your OWLS, encourage participation by all teachers. All too often, projects such as these deteriorate due to the low motivation level created by the departure of leadership. Rotation of faculty serving on the OWLS committee may relieve the pressure on any one individual and inject new ideas and enthusiasm into the program.

Support from administrators

Approach your administrator/s with your ideas. **Emphasize the interest and education possibilities.** If the project is backed by other educators and is simple, with a low start-up cost, administration should be supportive. A well thought-out plan, including **meeting state standards**, will impress administrators. Keep them informed of the OWLS progress and student involvement. **Involve them directly on the OWLS committee.** Successfully achieving small goals will help ensure continued support.

Support from maintenance

The custodial and grounds staff is a vital member of an OWLS committee and necessary for a thriving site. Encourage their advice, consulting with them often. Inform them that the pile of brush or stand of tall grasses is actually shelter and food for wildlife. Point out that student involvement may reduce staff work load. **Maintenance division personnel can make or break your project!**

Support from board of education

Check to determine if approval from the Board of Education is required. If not, we encourage you to seek their endorsement. Too often the Board doesn't have the chance to get involved with the good things happening at a school. **Emphasize that an OWLS supports the goals of education since it is designed to help meet existing curriculum mandates and priorities.** A variety of subjects will be utilized (life science, earth science mathematics, language arts, social studies, mathematics, art and industrial arts) by the students while they are researching, planning, and implementing their project.

* Adapted from the Project WILD Guide "WILD School Sites"

GATHER COMMUNITY AND PARENT SUPPORT

Again, enthusiastic students will generate community support. If students are excited about the project, it is likely their parents already have knowledge about the potential of OWLS. Remember, these parents are diversified in the skills and resources they can provide for your OWLS site.

Produce a newsletter or a flyer to distribute to parents, businesses, local politicians, and the school board to inform them about the OWLS. **Explain to adjacent landowners the purpose of the OWLS, describing the plan while inviting their participation.** A student presentation at a parent-teacher organization, association, or a civic meeting can generate community support. These approaches can be helpful in identifying people who might be interested in providing time, money, knowledge, and other resources. Capitalize on the growing interest as early goals are met. Ask the students to send the thank you notes to the participating individuals and groups.

Be ready to educate the community about the benefit of the OWLS. **Also, be aware that not everyone may be pleased about attracting wildlife.** The un-mowed fence rows which provide shelter for nesting birds may be regarded by some as an eyesore. The songbirds, melodic strains may be regarded by some as unwelcome noise. Woodpeckers can cause damage. Side effects such as unwanted predators (dogs and cats) can cause some havoc. Vandalism can occur during the initial stages. Although everyone may not be pleased, patience and compliance can be fostered. The more people involved in creating the OWLS and sharing in its successes, the more likely these problems will be minimized.

Recruit volunteers by advertising the needs of the OWLS. **Offer a variety of opportunities for volunteers to contribute.** Don't forget to honor those who do. Posters, models, and photo displays in the school lobby, local businesses, or other public places will bring awareness of the community's opportunity to assist with the OWLS. Describing needs for funding and materials will start the donation process. Involvement of a local celebrity or media person helps to bring awareness about your OWLS.

An OWLS project provides an excellent opportunity for mentorship. A willing garden club member or retired person may have both the knowledge and time to enhance the OWLS site. This benefits everyone.

While communicating with the community, emphasize the benefits received when people take on a personal responsibility to improve their schools and neighborhoods.

Safety of the students is the utmost concern. Accidents are less likely to happen under close supervision and careful planning.

Applying the process of academic concepts to the real world can be hard work but enjoyable. An OWLS bestows a lasting contribution to the community through its long-term commitment to improve the local environment for people and wildlife. After all, the earth is home to all of us.

EXPANDING ON SUPPORT GROUPS

In addition to the OWLS committee, your project will benefit from the participation of adults in the community who can serve as a strong support group. Such people may or may not serve on the OWLS committee. They might attend a few meetings, meet with students in class periodically, or assist with the site in special ways, such as providing knowledge, funds, materials, and even physical labor. Such individuals are important allies and lend technical support to the group.

Resource professionals

They might include representatives of forestry, wildlife, and soil conservation agencies; extension agents; nature center naturalists; land planners; and landscape architects or designers. Such people are essential in the initial planning stages. They can also provide valuable technical assistance and expertise. Your KDWP district biologist is an excellent and helpful source of information and ideas.

Local businesses

Many businesses today are looking for ways to foster community pride and involvement. Such relationships can provide you with a variety of materials and services. Committee members and students should personally visit several business establishments and determine to what degree they could provide materials or technical assistance to the OWLS project. Remember, some businesses may prefer to give materials and labor rather than dollars. Be resourceful and cooperative.

Habitat improvement is community involvement. Don't be limited by your original ideas or plans. Brainstorm with your students and committee members. Restate your needs and determine what resources are available to assist you in achieving your objectives. Your success can inspire additional improvements on your OWLS site and in the community.

THE CURRICULUM CONNECTION

It is essential that your OWLS project be tied to the school curriculum in a meaningful way. A required part of your proposal is to list at least three titles of environmental education activities per grade level or subject area (for secondary schools) directly related to the features on your site. These activities should correlate with state standards. The OWLS Coordinator can provide guidance in selection of activities. The OWLS Coordinator can also provide assistance for in-service training of faculty

Typically, it will be the individual classroom teacher who decides what instructional activities will be needed to prepare and support the students to undertake their projects. You may also acquire some help from other teachers, a district curriculum coordinator, or an instructional supervisor. Be prepared to present plans on how on-site activities relate to textbooks, children's literature, state guidelines, local curriculum plans, and learner outcomes. **OWLS projects provide opportunities to integrate across the curriculum using a thematic approach.** Here are a few examples of how your project would help to support instructional objectives and relate to subject areas.

Life Science - identifying plants and animals, studying living communities, ecological systems, and monitoring change.

Earth Science - studying soil characteristics, hydrologic cycles, and properties of water.

Mathematics - tallying species, mapping of site, graphing growth of vegetation, interpreting data.

Language Arts - developing a written plan, making oral reports, writing newspaper and newsletter articles, communicating with support groups.

Social Studies - identifying historical uses of a site, engaging in the political process, working cooperatively with others groups and organizations in the community.

Art - developing site maps and illustrations.

Industrial Arts - applying appropriate technology in land use projects.

When working on an OWLS, you will typically use your indoor classroom for many related activities. **Outdoors, on the site, you will do a variety of things that have curriculum application.** You may find yourselves going back and forth from the indoor classroom to the OWLS as you work on the project throughout the year. This process helps to make school real for students. They can see the connection between what they are learning and doing to improve the school's habitat for wildlife as well as their communities.

THE SCHOOL WILDLIFE RESOURCE CENTER

A Wildlife Resource Center (WRC) should be established within the school. This should house curricular materials, field equipment, lab equipment, texts, references, etc. In order to acquire Project WILD, Project Learning Tree, and Project WET curricular materials you must participate in their workshops. These are outstanding experiences offered through the Kansas Association for Conservation and Environmental Education www.kacee.org. **Each activity is aligned with the Kansas State Standards.** We highly recommend that you participate in them.

Also, the Wildlife Reference Center of KDWP has an extensive collection of references, audiovisual materials, and kits that may be checked out. For a catalog write, Wildlife Reference Center, Kansas Department of Wildlife and Parks, 512 SE 25th Ave., Pratt, KS 67124, or call (620) 672-5911, www.kdwp.state.ks.us.

LEARNING ACTIVITIES AND READINGS RELATED TO OWLS

In-service training is the most effective way to help teachers utilize OWLS and is a requirement of the grant procedure. **Teachers can be uncomfortable and uncertain about their ability to function successfully in an outdoor setting.** Outdoor in-service activities can give teachers a practical and positive introduction to the outdoor classroom. It creates a sense of confidence in teachers to utilize the outdoor setting as part of the on-going curriculum and a vital part of their students' learning experience. In-service workshops can be arranged by contacting your OWLS Coordinator.

RESOURCES

Resource personnel are available to help in the planning and development of Outdoor Wildlife Learning Sites. Trained resource persons can be obtained by contacting your OWLS Coordinator. **Your OWLS Coordinator is the key person for finding resource assistance for site development and curriculum development.**

HABITAT BASICS

FOOD

Food is required by all wildlife. **Choose native plant species to fulfill the food requirements for the wildlife you wish to attract.**

WATER

Water is essential throughout the year. **Water can accomplish more for wildlife on a small site project than any other component of habitat.** A pond or stream may be impractical to establish on some OWLS. A shallow wetland, molded pond, bubbling rock, fish or frog pond, bird bath are examples of suitable water sources for wildlife. One goal of the OWLS habitat improvement project is to bring wildlife into the view of students for the inquiring and awareness aspects and appreciation. Nothing does this as effectively as providing a variety of water sources.

SHELTER

Shelter can sometimes be more difficult to provide than food or water. Consider if a nest box, brush pile, or shrub planting would be compatible with your OWLS. When shelter is provided, it will help support one or more of the following necessary life functions of wildlife feeding, breeding, nesting, hiding, sleeping, resting, and traveling.

SPACE

Some species require more space than others. The location of plants, water source and shelter all influence how well one meets the space requirements of species to carry on their life function.

ARRANGEMENT

The correct arrangement of food, water, shelter, and space is essential in making an OWLS attractive to wildlife. OWLS site features are not required to be in one location, but instead can be interspersed throughout the property. Diversity is the single most significant element to plan for and to assure a successful OWLS. **The greater the habitat diversity on your OWLS site, the greater variety of wildlife.** A tree can provide shelter, a bird feeder food, and a pond, water. In most situations, vegetation is the key. The type and variety of plants will define the habitat you are providing and the wildlife utilizing it. Remember, living systems are always changing. Your OWLS site will change too. The tree seedling you planted will grow and what it will provide wildlife will change. How to sustain the wildlife habitat provided by your OWLS site should be basic to your planning. **Plan for both the short and long term habitat development of your OWLS site.**

STUDENT INVOLVEMENT IN PLANTING

In all cases, students and teachers should be involved in the planting process. Students from fifth grade on up can dig and plant bare root stock and ball and burlap trees. First graders can do everything after the hole is dug for bare root stock, but will require more supervision with a ball and burlap planting because it requires a rather deep hole. In all cases, teams and the buddy system work best for trading off on digging, filling, tamping, and carrying water.

Students can grow flowers in milk cartons or used Styrofoam cups in order to transplant the species in prairie plots or special areas such as butterfly or hummingbird gardens. Other possibilities include hand scattering of flower species. **Such a concentration of flowers and seeds, available for birds, small mammals, and insects, will attract different species as they come into bloom and produce their seeds.** It is an activity that can be done annually.

For grass planting, students may be involved in ground preparation and seeding. Uneven seeding is acceptable and useful for showing succession and colonization. For comparison, a combination of drilling and hand seeding can be used in different areas. The choice will depend in part upon the speed at which the school wants the area covered. In rural areas, parents and board members may be interested in being involved with site preparation by supplying tilling equipment.

Focus on establishing blooming plants for the fall and spring of the school year. There are numerous native wildflowers which start in late February; others will bloom well into November. There are other advantages for this rotation. It can sometimes be difficult to obtain adequate care for your OWLS site during the summer. Let your site “go to sleep” over the summer by removing or pruning your spring flowering plants at the end of the school year. **Avoid having summer blooming plants on your site.** They will not be enjoyed by the students as they would in the school year. It will also reduce your summer maintenance. When the students return in fall, have your blooming plants either already in place, if perennials, or ready for planting if they are annuals.

POINTS TO CONSIDER

WATER SOURCE

An important site resource, often overlooked, is water. **That is why it's a required site feature. An accessible and reliable water source is a necessity.** As simple as it may sound, the first provision you should consider in selecting your site location is the availability of water for the site. Newly planted trees, grasses, and shrubs require adequate water. You may also need water to assist in maintaining your wetland site, providing water for your visiting wildlife, especially birds, and clean-up projects, like student's hands.

ELECTRIC POWER

Another important consideration is access to electrical power. **The best and safest means of providing electric power is to run an underground line directly from the school to the site.** Long attachment of extension cords are not only a hazard, but also reduces the amount of usable current (due to the resistance of the extension cord) delivered to your site. Make sure your line from the school to the site meets all local safety codes. Outdoor outlets should always be used.

LEGAL LIABILITY

OWLS require a water feature which may include a pond, bubbling rock, fish or frog pond or some form of a wetland, i.e., natural streams or marshlands. Check with someone (school board, principal, superintendent or school attorney) to determine if there are any restrictions on open water, such as its depth, size, and location.

EDUCATIONAL SITE ACTIVITIES

Usage of the site with the on-going curriculum is another area of concern with teachers. Some teachers only see the OWLS site as an extension of the science curriculum. The key to site usage started at the planning stage of your OWLS site. **Use your curriculum as the center point for determining your site's features.** If you include an insect study in your curriculum, plant a butterfly garden. Health lessons could include a medicinal herb garden. Estimating the height of trees or the frequency of bird species visiting a feeder are great math lessons. Language arts, history, art, and social studies opportunities also can be planned into the site's features. Plan your site features and educational objective around your classroom instruction.

A collection of the activities utilized on the site and their results (outcomes) should be available to everyone. Some schools file them by grade level, others by curriculum area. Either way, one does not always have to re-invent the wheel. What better way to support the QPA goals of reading, comprehension, writing and problem solving than through your OWLS' physical features?

DIFFERENT GRANTS *

INITIAL GRANT

This grant will cover up to 80% of the initial cost of constructing an OWLS. The applicant must fund at least 20% of the remaining costs in the form of donated materials, money donations or in-kind labor used in the construction. The maximum OWLS funding for this grant is \$2,000. **The contractual agreement is for five years.** Your proposal must follow the **OWLS Funding Proposal Format** (see p. 13).

CERTIFICATION GRANT

When all of the site features are in place and when students are regularly engaged in activities on the site, one becomes eligible for a certification grant **The OWLS Coordinator will be responsible for certifying the site.** The certification grant can be utilized to complete any project not fully covered by the initial grant, to expand a project under the initial grant, or start a project not outlined in the initial grant. A brief narrative (on school letterhead) of the features to be funded and budget is the only requirement. The 80/20% cost sharing requirement of the initial grant applies as well. The maximum funding under this grant is \$1,000. **The contractual agreement is for three years beyond the balance of the initial grant contract.**

REJUVENATION GRANT

For a variety of reasons some OWLS sites become inactive and neglected. The Rejuvenation Grant has been initiated to assist those sites willing to engage in a renewed effort to rejuvenate the features outlined in their original proposal. The rejuvenation OWLS committee must identify how these objectives will be achieved. The process for applying for this grant is similar to the initial \$2,000 grant (see grant proposal format, p. 13). The 80/20% cost sharing requirement of the initial grant applies as well. The maximum funding for this grant is \$1,000. **The contractual agreement is for three years beyond the balance of the initial grant contract.**

WINDOW OWLS

A grant of \$250 per classroom (limited to \$2,000 per building); can be used to create a “mini” habitat’s near classroom windows (called “Window OWLS”). Should include a small molded pond or bird bath, native perennial wildflowers, small shrubs and a small native tree (red bud’s work well), a bird house and a bird feeder. The process for applying for this grant is similar to the initial process \$2000 grant (see proposal format p. 13). The 80/20% cost sharing requirement of the initial grant applies as well. **The contractual agreement is for three years.**

*** The OWLS Coordinator will assist in the preparation of these grant proposals and also assist in providing in-service training for faculty and staff.**

OWLS PROJECT SEQUENCE OF CREATION

- STEP ONE Interested school contacts OWLS office at KDWP in Pratt (620-672-5911)
- STEP TWO OWLS office assigns an OWLS coordinator to assist the school in OWLS development.
- STEP THREE School forms an OWLS committee and selects an OWLS project leader.
- STEP FOUR School OWLS project leader contacts OWLS coordinator for guidance.
- STEP FIVE School OWLS committee prepares grant proposal with assistance of OWLS Coordinator and other resource persons.
- STEP SIX School project leader sends grant proposal to their OWLS coordinator for review. (OWLS coordinator may return proposal for refinement.)
- STEP SEVEN OWLS coordinator forwards proposal to OWLS office.
- STEP EIGHT OWLS office approves proposal. (The office may return proposal for refinement.)
- STEP NINE Grant contract is sent to project leader to be signed by authorized person.
- STEP TEN Signed grant contract returned to OWLS office.
- STEP ELEVEN Check is sent to school.
- STEP TWELVE OWLS coordinator and/or other resource persons visit OWLS site.

OWLS FUNDING PROPOSAL FORMAT

Please follow this format in preparing your OWLS funding proposal. **Your proposal should resemble the example (P. 14). An OWLS sign denoting donation sources (including KDWP) is required. The sign must be underwritten by a source other than KDWP.**

TITLE:

SCHOOL PROJECT LEADER/SCHOOL INFORMATION: (Project leader, school address, county, phone number, email address and school website address)

OWLS COMMITTEE: (Name and title of each member. Should include at least two teachers, an administrator, a maintenance person, two students, one parent and two neighbors. **Must meet regularly to guide the development and monitor the use of the OWLS).**

RESOURCE PERSONNEL: (Area people who are helping you develop and implement your site, i.e. OWLS Coordinator, KDWP biologist, your Soil Conservation Service District Conservationist, Extension Agent, etc.).

GOALS: (Give a brief statement concerning habitat, wildlife, student, and/or community outcomes).

SITE LOCATION AND FEATURES: (This should include narrative and diagram of your site with labels showing the features that will be used in outdoor learning activities).

WILDLIFE RESOURCE CENTER LOCATION: (The room(s) where curricular materials, equipment, and references will be kept).

SITE USE: (A short narrative as to who is involved, what activities will be implemented, and when the site will be used).

IN-SERVICE TRAINING PROGRAM: (A short narrative as to who will be facilitating the activities on the site and how they have been, or will be, trained). The OWLS Coordinator can provide assistance for in-service training of faculty

SITE DEVELOPMENT SCHEDULE: (List start and completion dates for each feature and who will be working on the feature).

BUDGET: (Features - Funding sources, list of items, and purchase prices. **For each item list the cost and the funding source.** Show a subtotal for each funding source, such as OWLS, PTA, etc.) **OWLS funds 80% of the total cost, and only features that attract wildlife.**

STUDENT/TEACHER ACTIVITIES: **Should include titles of at least three activities per class/grade or subject area (for secondary schools). Each activity must correlate with Kansas State Standards.** Contact the OWLS office (620-672-5911) for copies of the activities guide and Kansas State Standards guidelines.

OWLS FUNDING PROPOSAL (EXAMPLE)

TITLE: Prairieville Outdoor Wildlife Learning Site

SCHOOL PROJECT LEADER/SCHOOL INFORMATION:

Robin Fox, Fourth Grade Teacher
Prairieville School
Box 321
Prairieville, KS 98765
Prairie County
(567) 234-7654
rfox@usd123.ks.us
www.usd123.ks.us

OWLS COMMITTEE:

Robin Fox, 4th grade teacher, Project Leader
Barbara Deer, Principal
Stan Spade, Maintenance Supervisor
Eldon Child, 1st grade teacher
Sandra Plum, Librarian
John Eagle, 5th grade student
Susan Snail, 4th grade student
Alice Monarch, Parent
Tom Turtle, neighbor
Pluma Flower, neighbor

RESOURCE PERSONNEL:

John Doe, OWLS Coordinator
Don Quail, Wildlife Biologist, KDWP
Alan Chernozem, Prairie County Natural Resource Conservationist, USDA
Janice Wheat, Prairie County Soil Conservation District
Sally Peach, Prairie County Extension Service
Paul Play, Prairieville Recreation Department
John Barberry, Prairieville Garden Club

GOALS:

Our goals are to develop features on the Prairieville OWLS which will: 1) attract wildlife for study purposes by our students and community members, 2) increase an appreciation for wildlife, 3) develop a greater understanding of the dependency of wildlife on specific habitat, 4) encourage the protection and/or restoring of habitat to increase wildlife diversity and numbers.

SITE LOCATION AND FEATURES:

The Prairieville Outdoor Wildlife Learning Site is located on the northwest corner of the Prairieville School grounds (see site map & site drawing). It is rectangular in shape and occupies nearly 0.7 acres. The site presently is covered with a thick stand of fescue grass and contains a water faucet with 200 feet of hose. Features will include a pond, “little woodland”, hummingbird garden with pool, “little park”, shrubland, and butterfly garden with pool, tallgrass and mixed grass prairie planted in strips four to eight feet in width. Students, teachers, parents, and community volunteers will construct the features.

WILDLIFE RESOURCE CENTER LOCATION:

Library (Room 111) - Curricular material and references

5th grade science lab (Room 275)

SITE USE:

The Prairieville Outdoor Wildlife Learning Site will be used by Prairieville School students K-5 during school days, and by community children and adults on weekends and during the summer for activities conducted by the Prairieville Recreation Department. Activities will be taken from Project Learning Tree (PLT), Project WILD (PW), and Earth Partnership for Schools (EPS) and other hands-on curricular programs. Each K-5 student will participate in a minimum of two activities per semester.

IN-SERVICE TRAINING PLAN:

Two teachers and one person from the Recreation Department have been through PLT and PW workshops and facilitator training. Three teachers have been through PLT workshops and two through PW workshops. Four teachers and one person from the Recreation Department took the EPS workshop at Dyck Arboretum in June of 2008. Our three year goal is to have all teachers and a minimum of six community members be trained in at least in one in-service program.

SITE DEVELOPMENT SCHEDULE:

- | | | |
|-----------|------|---|
| Fall | 2009 | - Called OWLS office and assigned an OWLS coordinator
- Formed OWLS committee
- Contacted OWLS coordinator
- Contacted other community resource people
- Sent five persons to PW & PLT workshops |
| Winter | 2009 | - Students, teachers, and committee developed first draft of site plan
- Contacted possible community funding sources |
| Spring | 2010 | - Three who attended PW & PLT workshops went though facilitator training
- OWLS area laid out and marked off
- Final draft of OWLS plan completed and sent to KDWP
- Students had candy sale to buy songbird bundles
- Songbird bundles planted in “little woodland” area |
| September | 2010 | - Receive OWLS and other funding |
| November | 2010 | - Construct pond |

SITE DEVELOPMENT SCHEDULE (cont.):

Spring	2011	- Plant prairie mixes and shrubs - Place boulders, construct pools, and plant in butterfly and hummingbird gardens
Fall	2011	- Plant "little park" tree

BUDGET:

Funded by OWLS:

Pond

Tetra 54 mil pond liner (for 16' x 22' x 2' pond)	\$550.00
Sandstone waterfall	350.00
Pump (Little Giant (4E 34N) filter and screen OWLS	250.00

Little Woodland

Native Trees (10 @ \$20/tree)	200.00
Two each of: Shagbark hickory, post oak, black jack oak, dwarf hackberry and red Mulberry	

Shrubland

Native Shrubs (20@ \$10/gal)	200.00
Five each of: Hazelnut, chokecherry, American plum, wild crabapple and black raspberry	

Butterfly Garden

Waterfall	200.00
Molded Pond (4x9x2)	100.00
Native wildflowers (10 @ \$5/gal)	50.00
Two each of: Purple coneflower, brown-eyed Susan, coreopsis, butterfly milkweed and tansy aster	

Other

Bird feeder (1 @ \$10)	10.00
Hummingbird feeder (1 @ \$10)	10.00
Bird houses (3 @ \$10)	30.00
Martin house (1@ \$30)	30.00
Bat house (1 @ \$10)	10.00
Butterfly house (1 @ \$10)	10.00

Subtotal \$2000.00

Funded by Prairieville Nursery:

Little Woodland

Native trees (10 @ \$25/tree)	\$250.00
Two each of: redbud, green ash, black walnut, black oak and red cedar	

Shrubland

Native Shrubs (20 @ \$10/gal.)	200.00
Five each of: sand hill plum, fragrant sumac, golden current and rough-leaved dogwood.	

Subtotal \$450.00

Funded by Prairieville Garden Club:

Hummingbird Garden

Limestone boulder	\$175.00
Trumpet Vine (6 @ \$10.).....	60.00
Abelia (5 @ \$9.00.)	45.00
Honeysuckle (4 @ \$12)	45.00
Cardinal Vine (10 @ \$4).....	40.00
Perennial wildflower Seed Pack (5 @ \$5).....	25.00

Subtotal \$390.00

Funded by Prairieville Jaycees:

Nature Study Trail

Woodchips	\$100.00
Signage (10 @ \$30)	300.00

Subtotal \$400.00

Funded by school candy sale:

Front Entrance and Sign

Rocks and plantings	\$360.00
Limestone and wood OWLS sign.....	250.00

Subtotal \$610.00

Funded by The Prairie County NRCS:

Grasslands and Shrublands

- <i>Tallgrass Prairie Mix</i> (2 lbs. @ \$25/lb.)	\$50.00
Big bluestem, little bluestem, indianguass, switchgrass, leadplant, heath aster, New Jersey tea, purple prairie clover, white prairie clover, compass plant, Missouri goldenrod, stiff goldenrod, Canada goldenrod.	

- <i>Mixedgrass Prairie Mix</i> (2 lbs. @ \$25/lb.)	\$50.00
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Little bluestem, sideoats grama, hairy grama, western wheatgrass,
many flowered scurfpea, hairy goldenrod, heath aster and purple coneflower.

- <i>Shortgrass Prairie Mix</i> (2 lbs. @ \$25/lb.).....	\$50.00
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Blue grama, buffalograss, Indian blanket, many flowered scurfpea,
scarlet globe mallow, scarlet gaura, and yellow coneflower.

Subtotal \$150.00

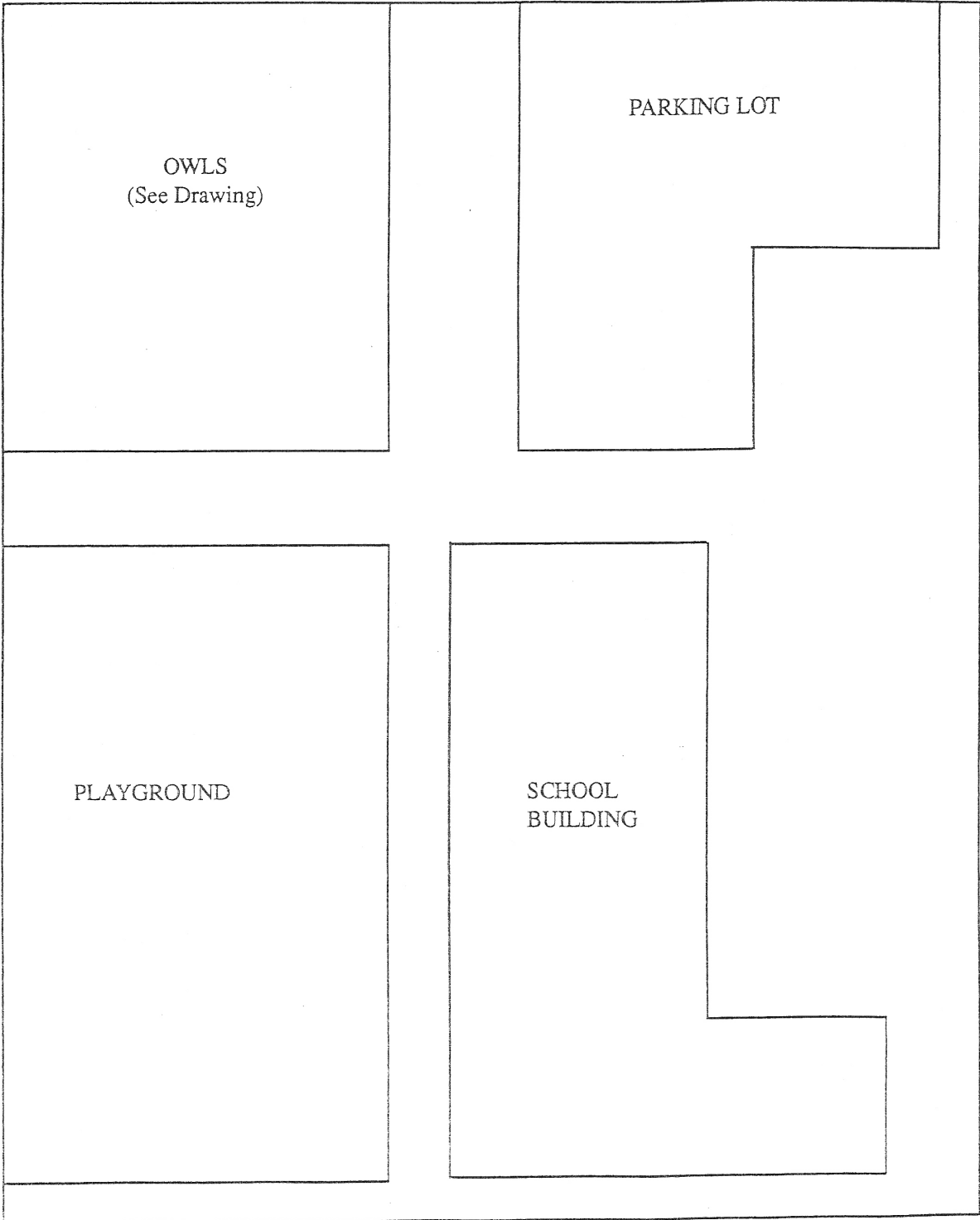
Students, teachers, parents, and community volunteers:

Labor

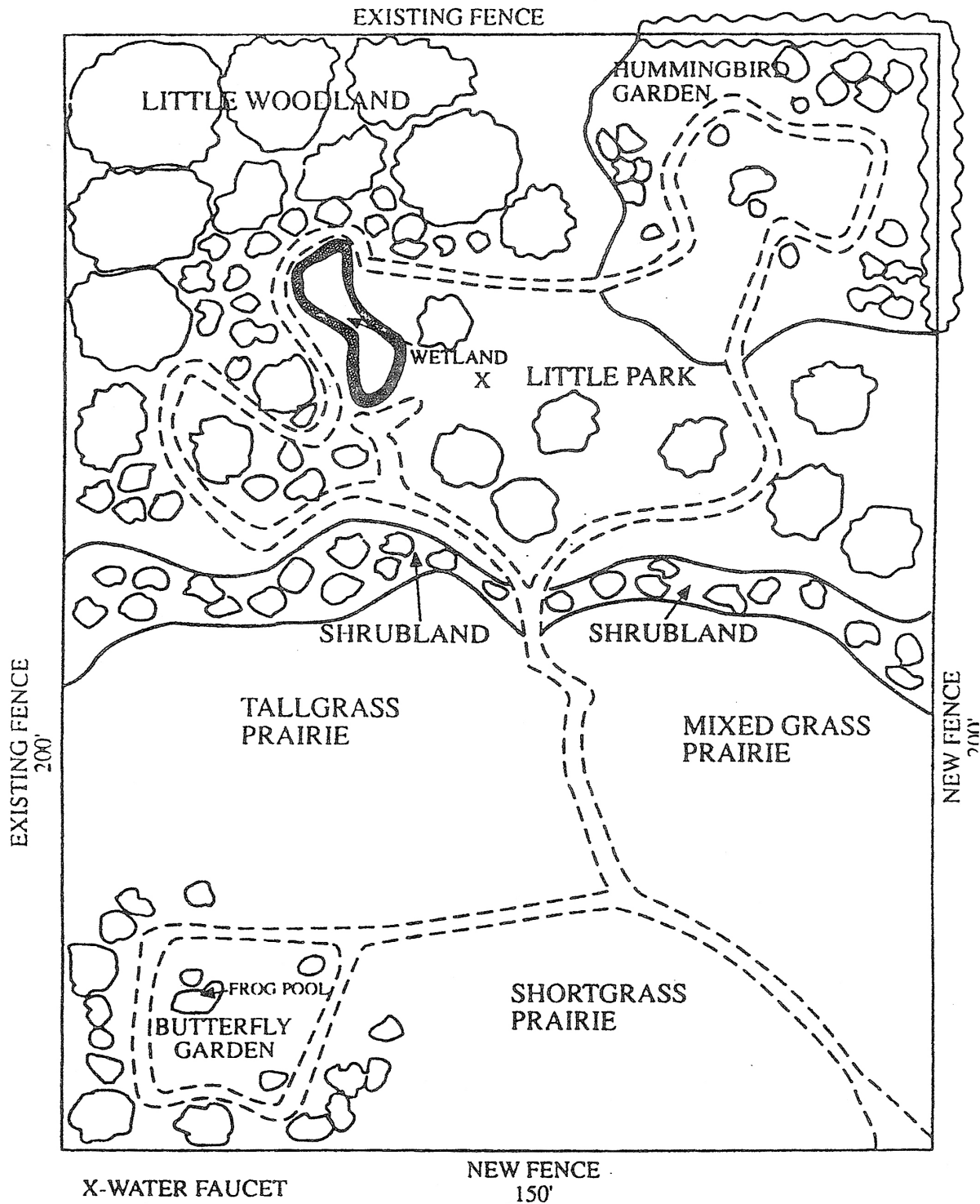
Subtotal ca \$1000.00

TOTAL \$5000.00

SITE MAP



SITE DRAWING



STUDENT/TEACHER ACTIVITIES *

PLT – Project Learning Tree

PW – Project Wild

EPS – Earth Partnership for Schools

Kindergarten

- **PLT:** *Get in Touch with Trees*

- **PW:** *Beautiful Basics*

- **EPS:** *Observations from a Single Spot*

First

- **PLT:** *Schoolyard Safari*

- **PW:** *Animal Charades*

- **EPS:** *Prairie Scavenger Hunt: Studying Plant Adaptations*

Second

- **PLT:** *Adopt a Tree*

- **PW:** *Graph-animal*

- **EPS:** *Exploring Your Site Through Color, Texture and Pattern*

Third

- **PLT:** *Poet-Tree*

- **PW:** *Grasshopper Gravity*

- **EPS:** *Insect Charades*

Fourth

- **PLT:** *Field, Forest and Stream*

- **PW:** *Habittracks*

- **EPS:** *Ecosystems Comparisons*

Fifth

- **PLT:** *Planning the Ideal Community*

- **PW:** *Spider Web Geometry*

- **EPS:** *How Tall Are You? Measuring Up Plant Size*

*** Other activities will be used as time provides.**