



BALTIMORE ENERGY CHALLENGE

2014—2015 Energy Challenge Grant Application

School Information

School Name: Federal Hill Preparatory

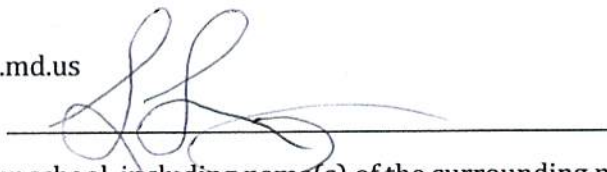
School Number: 45

School Address: 1040 William Street, Baltimore, MD 21230

Principal's Name: Sara Long

Principal's Email: slong@bcps.k12.md.us

Principal's Signature (required):



Please provide a description of your school, including name(s) of the surrounding neighborhoods, grades served, community partnerships, and any past projects dealing with sustainability:

Federal Hill Preparatory School is public school located in the historic neighborhood of Federal Hill. We have a diverse population of students including students from Locust Point, Riverside, South Baltimore, Sharp-Leadenhall, and some come from scattered parts of the city. We are a PreK-5 grade school focusing on readiness in reading, writing, math, science, music, and athletics. New this year we have a STEM (science, technology, engineering, and math) curriculum that was designed in collaboration with the Digital Harbor Foundation. Federal Hill Prep is one of nine Baltimore City Public Schools with a gifted and talented education program (GATE) with differentiated instruction and enrichment activities for advanced students. At a time when there are many options to consider, FHPS is succeeding- not just in helping students pass standardized tests but in preparing children for a lifetime of learning. Drawing on proven instructional methods from around the world, FHPS gives its students the knowledge and skills they need to be good citizens today and community leaders tomorrow.

Our principal, Ms. Sara Long is dedicated to continuing to improve our wonderful school. Federal Hill Preparatory students are exposed to a multitude of experiences inside and outside the classroom as part of a robust curriculum. Enrichment programs include many assemblies and field trips throughout the year. Ms. Long does a wonderful job to ensure that all of these assemblies and trips are connected to the curriculum.

Past projects include the initiation of a composting program and making improvements to this program. We have been continuing to make strides in improving the separation of our lunch materials by incorporating new materials. We started a garden that initially started out as a reading garden but has bloomed into growing plants, vegetables, and herbs. We have taken an interest in our watershed and have painted our storm drains with SLURRP and Blue Water Baltimore. We are doing more work with our school environment through saving energy and improving our indoor air quality. We installed a living wall with our GHSC award last year and

were able to measure an improvement in our indoor air quality. We were the winner of the First Baltimore Energy Challenge in 2014 out of thirteen participating Baltimore City Schools. Our school reduced its energy usage by 14%.

Past trips have included: Seed to table, The Living Classroom, the Maryland Science Center, Masonville Cove, The Walters Art Museum, The National Aquarium, The Maryland Historical Society, Camden Yards, Ravens Stadium, Irvine nature Center, Reginald F. Lewis Museum of Maryland African American History, National Cryptologic Museum, Waste Management, Great Kids Farm, Wheelabrator Baltimore, Maryland Green Schools Summit and the Museum of Industry. Visitors to our school have included Don Thomas NASA Astronaut, an African Drum Troup, Pennies for Patients, SLURRP, Maryland Agricultural Education Foundation, Tree Baltimore, Parks and People, Baltimore Energy Challenge, Constellation Energy, Master Gardeners, Baltimore Community Foundation, Blue Water Baltimore and the Baltimore City Mayor.

Project Coordinator Information

The Project Coordinator is the teacher, staff member, or parent/community volunteer who will take the lead in helping the Green/Energy Team implement its project. This person must be an adult. The Project Coordinator will be the point of contact for notification of funding, reporting requirements, and special events and opportunities related to the program. The Project Coordinator is also responsible for tracking expenses, maintaining spending records (receipts), and completing a report at the end of the project.

Project Coordinator's Name: Amy Thomas

Project Coordinator's Position at the School: Green Coordinator

Project Coordinator's Phone Number: school 410-396-1207 cell 410-493-8170

Project Coordinator's Email: amythomas1102@yahoo.com

Are there other teachers or staff in your school who will participate in the project? If so, please provide names, positions and contact information:

Ms. Wendy Morone Librarian wmorone@bcps.k12.md.us

Ms. Megan O'Doherty 3rd grade teacher megodoh@gmail.com

Yindra Cotman-Dixon parent volunteer yindra@gmail.com

Student Green Team or Energy Team

This Team is a group of students working together to make their school a more environmentally friendly/energy efficient place. They can meet either during or after school. If your school does not currently have a Green/Energy Team, you must form one in order to apply. Please include the names and signatures for at least five students; your Team is not limited to five students.

For our Energy Challenge grant, we will call this group the "Energy Team" (this is not required)

Name and Grade

Signature

1. Autumn Camphor Grade 5
2. Aeirss Prince Grade 5
3. Ashantae Hayward Grade 5
4. Maggie Malone Grade 4
5. Stella Perez Grade 4

Autumn Camphor
 Aeirss Prince
 Ashantae Hayward
 Maggie Malone
 Stella Perez

Please provide a description of your Green/Energy Team, including which classes and/or grades the participating students are drawn from, how long the group has worked together, and what other projects, if any, they have worked on so far, etc.

The green team involved in this project are students in grades 3rd through 5th. Each school year we have sign ups for the green team. We have some returning members as well as some new members. They continue to enforce the turning out of lights at the end of the day and reduced lights during the day. Recycling of paper on Thursdays. Taking shifts in the cafeteria to make sure everyone is composting properly. Creating signage for the cafeteria. Coordinating the teracycle of plastic bags, and corks. Participation in the composting case study in 2011/2012 school year, made them realize what a difference they can make. We diverted over 15,000 pounds from the landfill. They did a wonderful job diverting food waste from the landfill. The 5th graders are responsible for the maitenance of our living wall. The 4th graders are responsible for the habitat garden.

When will this group meet? And will membership stay the same or will it change throughout the school year? This group meets 2 Mondays a month after school. We have 6 adult members of the green team (3 teachers and 3 parents) who will work on projects with the students.

Project Description

Please answer the following questions.

1. What will you title your school's Energy Challenge Project (be creative)? Energy Stars
2. Describe your project: What will your students do with the funds you are requesting? How will they be involved as energy leaders through the project? How will it decrease energy use and increase sustainability at your school? Also include no-cost activities in your description.

We want to be an energy HUB school. As winners of the first Baltimore Energy Challenge our students are equipped to set an example of how to save energy. We would like to continue our energy conservation at our school by working with BCPS building supervisors to see where else we are wasting energy. With the help of our AmeriCorp volunteers we would like to create a video of how to save energy. We will become Energy Stars!

3. How will your project spread the message of energy conservation through the school community to as many people as possible?

We will post this video on our website and on our newsfeed television in our lobby and cafeteria. We also have many social media sites we can post this video to. We will share this video with our community on our Green Night. We would like to have energy saving give aways at our green night.

4. What are the steps you will take to carry out your project? Will you work with any partners?

We will work with BCPS building supervisors to see where else we are wasting energy. With the help of our AmeriCorp volunteers we would like to create a video of how to save energy. We will become Energy Stars!

5. What are your anticipated outcomes for your project? Getting everyone excited about the simple things they can change in their everyday lives to save energy.
6. How will your project reach and/or impact the rest of the school or your community at large?
An overall change in behavior at school and at home in regards to how they use energy.

Project Timeline

Please keep in mind that schools may have to limit, but not cancel, some grant activities during testing. This timeline will help guide the project so the project can be successfully completed.

Month	Activities
January	Start our lessons with Americorp volunteers to learn about more ways to save energy.
February	Shoot video
March	Shoot video
April	Showcase our video at our Green night. Post it to our social media websites
May	Field trip to real food farm to see where energy is being used responsibly.

Budget

Please complete the budget form below. Total budget request per project may not exceed \$1,000. Please list the quantity, type of item, and cost or approximate cost of all items. List vendors if known.

Category	Items	Cost
Implementation (The tools you'll need to carry out your project)	Supplies and props for video	\$200
Promotion (Informing other students or members of your community about the project. Examples include flyers, banners, t-shirts, bumper stickers, and bulletin boards)		\$
Recording and Reporting (Documenting your work by print, photo, video and/or other means)	Editing from our videographer	\$200
Training and Research (Materials or other information resources, including field trips fees)		\$
Transportation (Getting to and from events or sites needed to carry out the project; typically the cost to rent a bus)	Bus for field trip to real food farm	\$425
Other (If you expect other expenses, please describe them here)		\$
TOTAL		\$

Reporting Requirements

Before submitting an application, please read thoroughly the following reporting requirements.

- The Green/Energy Team will complete a pre- and post-survey, which we will provide. If AmeriCorps volunteers teach the BEC curriculum to a specific class, those students will need to complete the pre- and post-survey as well.
- The AmeriCorps and BEC staff will plan a meeting in March for a verbal progress report of your activities at which time you can provide copies of receipts from purchases made to that point.
- At the completion of the project, a narrative report with an updated actual budget and remaining receipts from all funds spent must be submitted. A report template will be supplied and will include topics such as final project description, testimonials from students and teachers involved in the project, the number of students who were reached by the project, and potential next steps.
- The school will take photos of grant activities to supply to BEC for use in promotional and educational materials.