



**Great Lakes Stewardship Initiative**  
*Ten-Year Business Plan*



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# Overview of the GLSI

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The *goal* of the Great Lakes Stewardship Initiative (GLSI) is to increase awareness and understanding the Great Lakes ecosystem in order to encourage Michigan’s future adults to become active stewards of the Great Lakes that will advocate for the long-term sustainability of the Great Lakes fisheries. The *strategy* is to fund projects that integrate place-based education, sustained professional development for K–12 teachers, and strong K–12 school-community partnerships. The *structure* used to deploy the GLSI’s strategy features “hubs”—regional entities that provide support and leadership for the collaborative work of K–12 schools and community-based organizations.

The GLSI functions at two levels:

- **Through regional hubs.** The work of funded hubs and their partners brings students out of the classroom and into the community for contextual lessons that involve students in hands-on, content-rich activities that address real environmental problems in a community. The GLSI helps students learn to be active and effective stewards and also enhances their knowledge of and engagement with issues affecting their community. Vibrant and sustainable place-based education projects are at the very core of the GLSI. Expected outcomes of place-based education, gleaned from the evaluation of projects around the country, are listed in Appendix A.
- **Within Michigan and the Great Lakes region.** The efforts at this level (1) complement and strengthen the work of regional hubs; (2) build greater awareness about GLSI among targeted audiences and the general public in order to foster engagement, expansion, and sustainability; and (3) strategically position the GLSI as an important and effective force in Michigan. Most of the work is accomplished by a GLSI coordinator, with assistance from the GLSI Advisory Group, the GLSI Funders’ Collaborative, the GLSI evaluator(s), and consultants in education, marketing and promotion, and community and organizational development.

*“The greatest gap students have to bridge is the expanse between the remote island of public education and the mainland of productive citizenship. Community-based education is essential for helping students make the transition.”*

—Dustin Beck, teacher



# Accomplishments of the GLSI Pilot Phase

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Much has been accomplished during the GLSI's pilot phase (early November 2006–early November 2007). A brief summary of key accomplishments is provided below.

- **GLSI support infrastructure** was established by hiring a GLSI coordinator and evaluator.
- **Baseline survey research** has been conducted statewide of environmental organizations and K–12 schools and results were analyzed. Responses indicated widespread support for and interest in place-based education, and also helped shape focus areas.
- An **Advisory Committee**, consisting of representatives from organizations working in the fields of environment, education, and community development, was established and met twice. (See Appendix B for a list of members and their affiliations.)
- A **Funders' Collaborative**, consisting of representatives from philanthropic organizations active in funding environmental initiatives in Michigan, was formed and met twice. (See Appendix C for a list of members and their affiliations.) The GLFT has already leveraged \$30,000 as a result of this collaborative.
- Two **Launch Meetings** (in Lansing and Marquette) were held to publicize the GLSI and explain the grant-making process. More than 100 people attended these meetings.
- A **technical assistance program** was established to assist applicants and grantees. GLSI staff worked directly with all Planning Grantees to identify and address all technical assistance needs. Technical assistance also included

*“We created relationships and an understanding of place-based education in both the educational and the community-partnership environment that didn't exist before.”*

—GLSI Planning Grantee

*“If we are awarded a [GLSI] Implementation Grant, we will undoubtedly have to go through an application process with the schools, because there is so much interest.”*

—GLSI Planning Grantee

- establishing a Web-based “group” to foster communication on the Initiative and to disseminate general information and tools about the GLSI model;
- organizing conference calls focused on (1) school-community partnerships and (2) engaging stakeholders in planning;
- convening small groups to discuss issues of shared concern;
- providing guidance and information that was tailored to the needs of individual grantees; and
- answering questions about the application and review processes.

- Three **national experts** in place-based education (Dr. David Sobel of the Center for Place-based Education of Antioch New England Institute, Doris Williams of the Rural School and Community Trust, and Jon Yoder of the Northwest Center for Sustainable Resources) served as external consultants to the GLSI. These experts worked under the direction of the GLSI

consultant in providing help to grantees. They also provided the GLSI staff with insights about the GLSI's overall design and execution.

- **Seven collaboratively funded Planning Grants** (approximately \$20,000 each) were awarded in June 2007. The Wege Foundation, the Community Foundation for Muskegon County, and the Fremont Area Community Foundation contributed funds to support two of these grantees. (See Appendix D for the list of grantees.)
- **Two Capacity-building Grants** (\$5,213.50 each) were awarded by the GLFT in June 2007 to build local capacity and a vision for environmental stewardship in their area.
- **Two \$200,000 Implementation Grants** will be awarded in November 2007 by the GLFT. All of the seven Planning Grantees completed a planning process and competed for the grants.
- The GLSI model was further developed and a **Ten-year Business Plan** was proposed.
- An **evaluation** of the GLSI's key activities during the pilot year was completed, and a logic model and longer-term evaluation plan for the GLSI were developed. Evaluators worked under the direction of the GLSI staff to help grantees, and also provided valuable insights about the GLSI's overall design and execution.

“ *...At the outset, [we] had told our group, ‘What we’re doing here is a new approach that we’re going to try and use whether or not we get this implementation funding.’ The idea, the philosophy, is one the community greatly appreciated.* ”

—Community-based partner,  
GLSI Planning Grant



## GLSI Phases 1–3

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The following sections describe work to be completed during the three phases of the GLSI (November 2007–December 2017). This information is summarized in a chart in the GLSI Schedule and Sequence of Activity section. Up to ten regional hubs funded by the GLFT will be in place at the end of Phase 3 (Year 10). GLSI staff and consultants will provide technical assistance to these hubs, and will also work in a broader sense to foster the sound development and sustainability of the GLSI over time.

Three types of grants will be awarded through GLSI:

- *Planning Grant*: Up to \$20,000 over six months to support collaborative design and development of a regional hub to support the goals and strategies of the GLSI.
- *Implementation Grant*: Up to \$200,000 over 20 months to establish and operate a regional hub that supports the goals and strategies of the GLSI in local schools and communities.
- *Continuation Grant*: To support the development and institutionalization of an existing regional hub and, just as importantly, the school- and community-based projects associated with it. A regional hub may receive a maximum of five Continuation Grants, which range from 20–22 months. These decrease over time from \$175,000 to \$150,000 to \$130,000 to \$80,000 to \$50,000. Eligibility is contingent upon the hub continuing to expand the depth and breadth of its impact and its acquisition of matching funds.

### **PHASE 1: 2008–2010 (\$1,869,060)**

#### ***Grant-making by the GLSI (\$1,205,000)***

Grants to be awarded in Phase 1 are listed here, and include category, amount, and schedule (see GLSI Schedule and Sequence of Activity section). Projected awards to hubs authorized in November 2006 are shown in bold.

- **Year 1 (2008)** Up to one Implementation Grant @ \$200,000 (5/08)
- **Year 2 (2009)** Up to four Planning Grants @ \$20,000 (02/09)  
Up to two Implementation Grants @ \$200,000 (08/09)  
**Up to two Continuation Grants @ \$175,000 (06/09)**
- **Year 3 (2010)** Up to one Continuation Grant @ \$175,000 (1/10)

#### ***Support for GLSI Applicants and Grantees, Focused on Regions (\$627,060)***

The GLSI coordinator, with assistance from national experts, will provide ongoing technical assistance to applicants and grantees.

*Applicants for Planning Grants* need general information about the GLSI; help in understanding the GLSI's three key strategies (place-based education, professional development, school-community partnerships); resources about ways to enact those strategies; clarification of the Planning Grant RFP; and guidance in preparing and submitting proposals through the GLFT's eGrant system.

*Planning Grantees* need resources related to collaborative planning; tools for identifying and analyzing community or organizational assets and needs; clarification of the Implementation Grant RFP; and guidance in preparing and submitting proposals through the GLFT’s eGrant system.

*Implementation Grantees* need help and support as they launch their innovative regional efforts. The menu of technical assistance will be based on an assessment of funded hubs’ needs, and will likely address communication strategies; structural issues related to collaboration; regional promotion and marketing strategies; evaluation of impact; building and sustaining relationships among participants; recruiting new participants; and fund development strategies (anticipating the requirement for matching dollars for Continuation Grants).

The GLSI coordinator will also establish structures and opportunities that promote collegial relations among people working in regional hubs, so that grantees funded by the GLSI form a community of learners and can discuss common problems and issues, share successes, consider progress toward outcomes, and identify lessons learned.

### **Efforts to Expand and Sustain the Impact of the GLSI beyond Funded Sites (\$37,000)**

In Year 1, the GLSI coordinator will work with consultants to develop a promotion and marketing plan for Phase 1, with a goal of raising awareness about the GLSI among key audiences within Michigan, including all those engaged in the Initiative to date; leaders of local, regional, or statewide projects that complement the GLSI’s work; the philanthropic community; and key stakeholders in K–12 education and community development.

The GLSI coordinator will also continue to explore related initiatives that are under way in other states (e.g., the Rural School and Community Trust; the Center for Place-based Education; the Northwest Center for Sustainable Resources), with an eye toward building partnerships, sharing what is being learned through GLSI with colleagues, and bringing to the GLSI the data and wisdom generated by the work of others.

### **Decision Point (November 2010)**

The GLFT Board will receive regular updates about the operation, impact, and efficacy of the GLSI. In addition (at the end of Year 3), the GLFT Board will see a detailed, data-rich summary of impact and efficacy of Phase 1. Benchmarks for progress and impact during Phase 1 are summarized below.

- All funded hubs are performing the essential duties of a regional hub by fielding a sustained program of professional development and actively cultivating and facilitating school-community partnerships.
- Professional development programs operated by the regional hubs are positively reviewed by participating teachers.

“ *...our responsibility is to provide leadership in creating programs that represent a system for student-citizens to engage in change that protects and enhances our natural and social worlds.* ”

—Jon Yoder,  
Northwest Center for  
Sustainable Resources



- Participation among teachers and community partners (as defined by active involvement in at least one place-based educational effort) is growing:
  - At least three-quarters of the initial cohort of participating schools are still participating; new schools have begun participating in a majority of funded hubs; the total number of participating schools across the initiative has grown.
  - At least three-quarters of the initial cohort of participating teachers are still participating; new teachers have begun participation in at least three-quarters of participating schools; the total number of participating teachers across the initiative has grown.
  - At least three-quarters of the initial cohort of participating community partners are still participating; new community partners have been added in a majority of funded hubs; the total number of community partners across the initiative has grown.
- Funded regional hubs have the support of school administrators, teachers, and community partners: the role of the regional hub is seen as very important and the hub organization is perceived to be effective in its role.
- The initiative, overall, shows positive impacts on stewardship:
  - Students demonstrate growth in understanding of stewardship concepts and related behaviors (depending on students' ages, this may be measured through student or teacher surveys; threshold for percentage of students showing positive gains and/or magnitude of shift will need to be determined after additional literature review).
  - For at least half of the place-based educational efforts funded through the initiative, the community-based partner can identify a meaningful, positive environmental impact of the project that would otherwise not have been achieved.
- Funded hubs have developed and implemented a fundraising plan.
- Funded hubs have raised funds at least equal to the amount necessary to compensate for reduced GLSI support. (Examples: A funded hub receiving \$200K initially and then \$175K through a Continuation Grant would need to have raised \$25K to meet the criterion; a funded hub receiving \$200K initially, then \$175K in a second grant and \$130K in a third grant would need to have raised \$95K to meet the criterion.) *Note: A negative finding on this criterion will require examination of initiative-wide activities as well as hub activities, given that some of the key responsibilities of the GLSI are to build support for PBE generally and to cultivate relationships with potential funders for the benefit of new and existing hubs.*

## **PHASE 2: 2011–2013 (\$3,362,240)**

### ***Grant-making by the GLSI (\$2,725,000)***

Grants to be awarded in Phase 2 are listed here, and include category, amount, and schedule (see GLSI Schedule and Sequence of Activity section). Projected awards to hubs authorized in November 2006 are shown in bold.

- **Year 4 (2011)** Up to five Planning Grants @ \$20,000  
 Up to three Implementation Grants @ \$200,000  
 Up to five Continuation Grants (**2 @ \$130,000**; 1 @ \$130,000;  
 2 @ \$175,000)



- **Year 5 (2012)** Up to three Planning Grants @ \$20,000  
Up to one Implementation Grant @ \$200,000  
Up to four Continuation Grants (2 @ \$130,000; 2 @ \$80,000)
- **Year 6 (2013)** Up to four Continuation Grants (3 @ \$175,000; 1 @ \$80,000)

**Support for GLSI Applicants and Grantees, Focused on Regions (\$591,940)**

The GLSI coordinator, with assistance from national experts, will provide ongoing technical assistance to applicants and grantees, as described for Phase 1. In addition, as the first cadre of regional hubs matures, the GLSI coordinator will assemble and share information and resources focused specifically on sustainability. The collegial community of people working in regional hubs will be expanded as new hubs emerge and existing hubs develop.

**Efforts to Expand and Sustain the Impact of the GLSI beyond Funded Sites (\$45,300)**

Work to solidify the GLSI within Michigan will continue throughout Phase 2 to keep the GLSI highly visible and viable. Early in Year 4, the GLSI coordinator will again consult with experts in promotion and marketing to develop a three-year plan for Phase 2, this time focused on the goal of development and sustainability within regions. These efforts will draw heavily from the experiences and products of the regional hubs, and will also be informed by the summative evaluation of Phase 1.

Awareness-building efforts in Phase 2 will focus on places that are underrepresented in the GLSI, with a goal of thoroughly “testing” the GLSI model in different types of communities (e.g., rural, urban, suburban; inland, coastal).

The GLSI coordinator will encourage participants in the Initiative to play an active role in dissemination efforts in Phase 2. This strategy will create a capable and experienced base of advocates for the GLSI’s three strategies specifically, and for the Initiative as a whole.

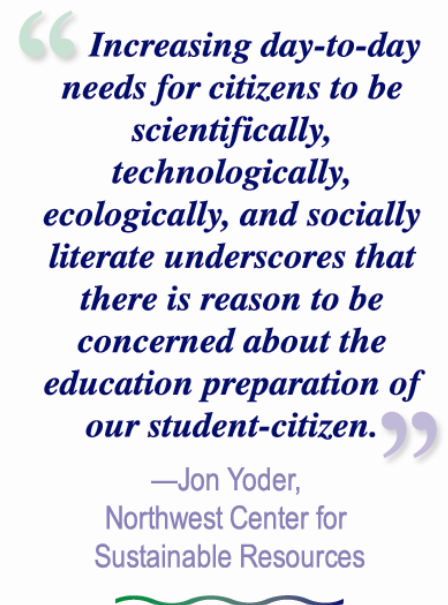
**Decision Point (November 2013)**

The GLFT Board will receive regular updates about the operation, impact, and efficacy of the GLSI. In addition (at the end of Year 6), the GLFT Board will see a detailed, data-rich report of impact and efficacy of Phase 2. Benchmarks for progress and impact for Phase 2 will be developed by a team consisting of the GLSI coordinator and evaluator(s), GLFT staff, and national experts, and will be presented to the GLFT Board for its approval.

**PHASE 3: 2014–2017 (\$2,842,420)**

**Grant-making by the GLSI (\$1,990,000)**

Grants to be awarded in Phase 3 are listed here, and include category, amount, and schedule (see GLSI Schedule and Sequence of Activity section). Projected awards to hubs authorized in November 2006 are shown in bold.



- **Year 7 (2014)** Up to four Planning Grants @ \$20,000  
Up to one Implementation Grant @ \$200,000  
Up to five Continuation Grants (1 @ \$175,000; 2 @ \$80,000; **2 @ \$50,000**)
- **Year 8 (2015)** Up to four Continuation Grants (3 @ \$130,000; 1 @ \$50,000)
- **Year 9 (2016)** Up to seven Continuation Grants (1 @ \$175,000; 1 @ \$130,000; 3 @ \$80,000; 2 @ \$50,000)
- **Year 10 (2017)** Up to two Continuation Grants (1 @ \$80,000; 1 @ \$130,000)

***Support for GLSI Applicants and Grantees, Focused on Regions (\$803,420)***

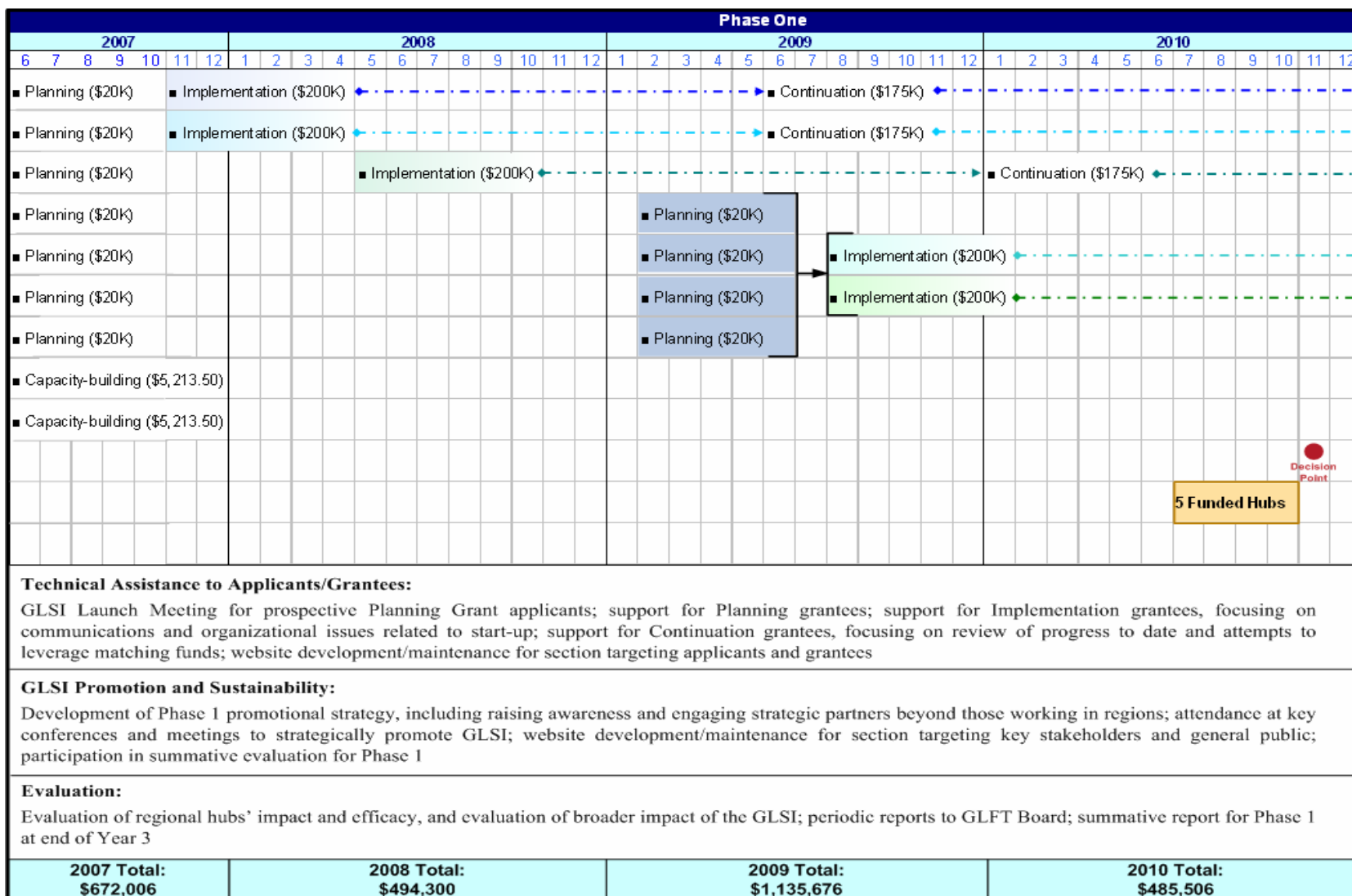
Support for GLSI grantees will focus on institutionalization/policies/practices within and among regional partners (schools, community-based organizations), leading to a goal of sustainability.

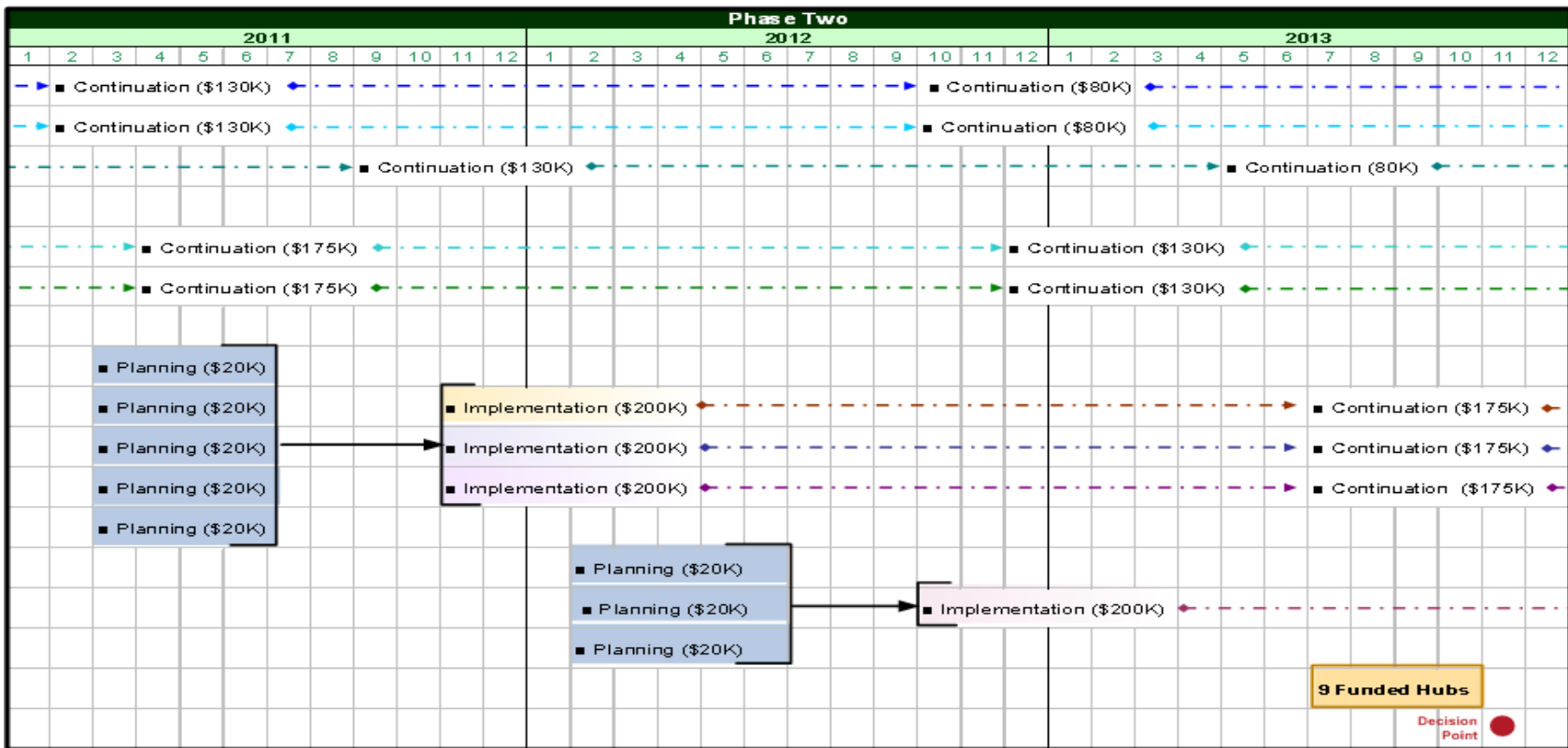
***Efforts to Expand and Sustain the Impact of the GLSI beyond Funded Sites (\$49,000)***

Strategies undertaken in Phase 3 will focus on the GLSI's fiscal and organizational sustainability. Early in Phase 3, using the evaluation of Phase 2, a special effort will be made to engage community foundations throughout Michigan. The GLSI coordinator, working with the GLSI's Funders' Collaborative, will generate development strategies that could be implemented through local community foundations (e.g., endowment to support the GLSI's strategies or the work of a regional hub; promotional materials that could be distributed to potential donors). The GLSI coordinator will meet with staff of community foundations, both individually and at conferences, to solicit their input and garner their support.

In Year 8, the GLSI coordinator will develop criteria for a managing organization for the GLSI that would replace the GLFT. A new managing entity will be selected early in Year 9, and a transition from the GLFT to that entity will be completed in Year 10.

# GLSI Schedule and Sequence of Activity



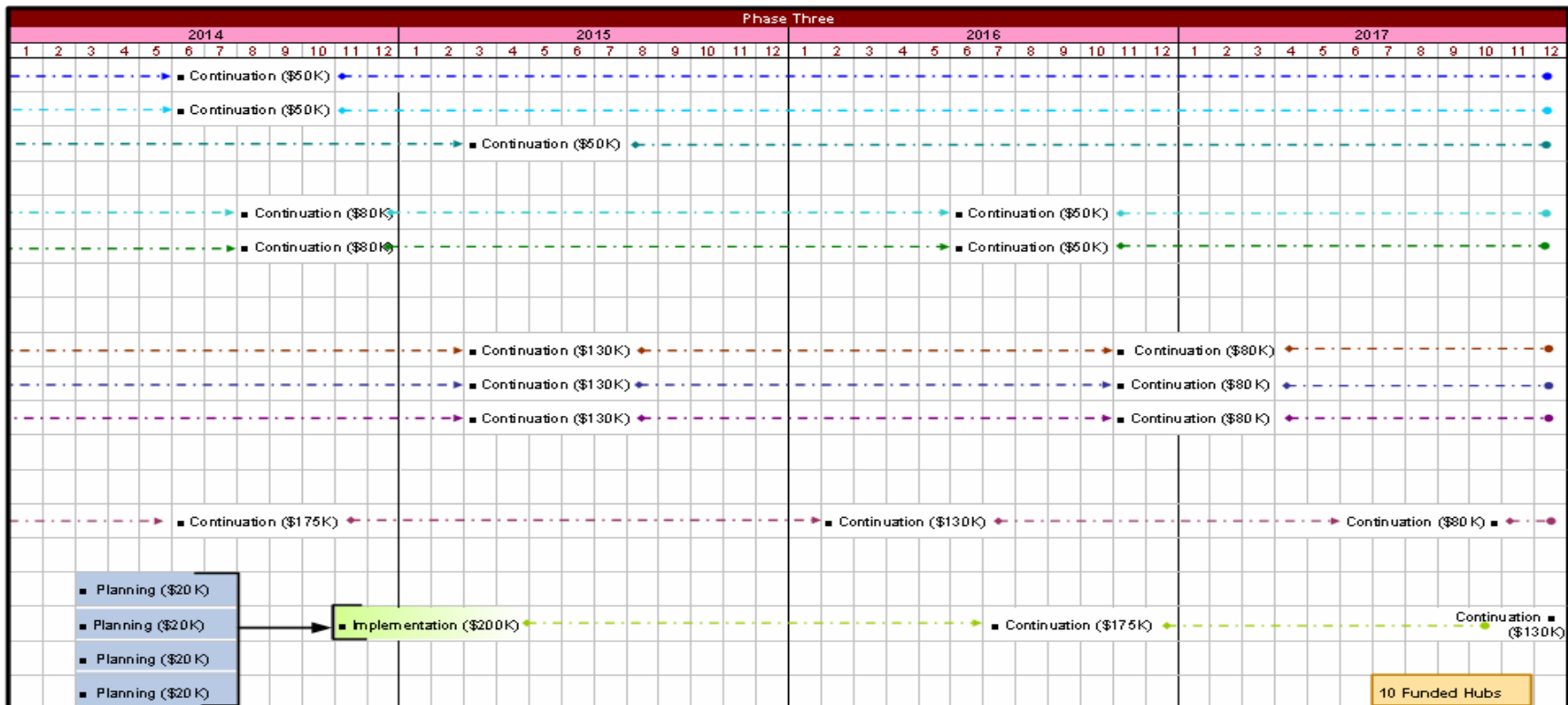


**Technical Assistance to Applicants/Grantees:**  
 GLSI Launch Meetings for prospective Planning Grant applicants; support for Planning grantees; support for Implementation grantees, focusing on communications and organizational issues related to start-up; support for Continuation grantees, focusing on review of progress to date and attempts to leverage matching funds; website development/maintenance for section targeting applicants and grantees

**GLSI Promotion and Sustainability:**  
 Development of Phase 2 promotional and sustainability strategies, featuring efforts targeted at philanthropic community and raising public awareness; attendance at key conferences and meetings to strategically promote GLSI; website development/maintenance for section targeting key stakeholders and general public; participation in summative evaluation for Phase 2

**Evaluation:**  
 Evaluation of regional hubs’ impact and efficacy, and evaluation of broader impact of the GLSI; periodic reports to GLFT Board; summative report for Phase 2 at end of Year 6

<b>2011 Total:</b> \$1,773,622	<b>2012 Total:</b> \$1,017,835	<b>2013 Total:</b> \$940,552
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**Technical Assistance to Applicants/Grantees:**

GLSI Launch Meeting for prospective Planning Grant applicants; support for Planning grantees; support for Implementation grantees, focusing on communications and organizational issues related to start-up; support for Continuation grantees, focusing on review of progress to date and attempts to leverage matching funds; website development/maintenance for section targeting applicants and grantees

**GLSI Promotion and Sustainability:**

Development and implementation of Phase 3 sustainability strategy, including funding Initiative-wide fund development and identification of new managing entity; attendance at key conferences and meetings to strategically promote GLSI; website development/maintenance for section targeting key stakeholders and general public; participation in summative evaluation for Phase 3; transition to new management

**Evaluation:**

Evaluation of regional hubs' impact and efficacy, and evaluation of broader impact of the GLSI; periodic reports to GLFT Board; summative report for Phase 3 at end of Year 10

<b>2014 Total:</b> \$1,049,424	<b>2015 Total:</b> \$763,552	<b>2016 Total:</b> \$957,488	<b>2017 Total:</b> \$521,533
<b>Grand Total for Phase 1–3 (2007–17): \$9,811,494</b>			

# Evaluation of the GLSI

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Overall, the evaluation will dedicate significant effort to documenting the impact of the GLFT's investment on students' stewardship ethic and behaviors. This is the ultimate purpose of the GLSI and, as such, is a proper focus for the evaluation. However, prior evaluation of place-based education by others has documented an array of positive outcomes for students (Appendix A). The real innovation of the GLSI's approach is the conceptualization of a support structure capable of institutionalizing the work and sustaining it over the long term. Accordingly, much of the evaluation effort will be dedicated to examining that support structure, including the fidelity with which the GLSI model is implemented, strengths and weaknesses of the model, barriers to progress, factors associated with success, and emerging best practices.

Of the anticipated outcomes of place-based education, only those of critical interest to the GLFT and key stakeholders will be examined by evaluation. These include: acquisition of stewardship attitudes and values; contribution of students, teachers, and schools to addressing environmental challenges in their communities; and the impact of place-based education on academic achievement. Areas to be evaluated will also include the development of capacity in regional hubs to guide and grow the GLSI by addressing teachers' professional development needs, facilitating school-community partnerships, and building a climate of support in the broader community. In part, such growth will depend on the hubs' own energies and efforts, but the evaluation will also examine the contribution of strategies designed and executed by GLSI staff to support hubs and generate interest and financial support elsewhere in Michigan.

The evaluation will be conducted through a partnership between a central evaluator, ultimately responsible to the GLSI, and hub evaluators, who will work in partnership with the central evaluator to collect and analyze data related to outcomes for students, teachers, and communities. The central evaluator will coordinate the work of the hub evaluators and will have primary responsibility for data collection and analysis related to the success of the regional hubs in fulfilling their roles; this evaluator will also have data collection and analysis responsibility related to the success of broader efforts conducted by GLSI staff to generate support, financial and otherwise, that contributes to the sustainability of regional hubs. The evaluation will be conducted under the guidance of GLSI staff and advisors and the GLFT Board in order to ensure continuing relevance.

Both qualitative and quantitative data will be collected. Hub evaluators will survey their students, teachers, and community-based partners annually. These data will be summarized in annual reports. The reports, along with other methods that capture progress (e.g., portfolios), will provide hubs with evidence of impact that will build support and generate interest within their regions. Data related to the operation of hubs will be collected once per grant cycle. Data to evaluate the impact of GLSI technical assistance and outreach will be collected on a schedule to be determined, depending on the timing of that work.

The GLFT Board will receive regular updates about the GLSI, including data from evaluation. In particular, data about levels of participation, the expansion of hubs, and the results of evaluation of both the hubs and the statewide effort will be summarized and formally presented to the GLFT Board at two key "decision points," at the end of Years 3 and 6.

## **Opportunities for Collaboration**

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Several national entities are interested in working with the GLFT to accomplish the goals of the GLSI. Two of these groups, the Center for Place-based Education at Antioch-New England Institute and the Rural School and Community Trust, have participated in the GLSI during its pilot year, providing valuable consultants and resources. A third, the Northwest Center for Sustainable Resources, is interested in exploring the possibility of disseminating elements of its work in place-based education to the GLSI and Michigan, using a recent grant from the National Science Foundation.

The participation and support of the Funders' Collaborative during the pilot year has been impressive. In particular, several major foundations in Michigan are clearly interested in the GLSI's goal and strategies, to the point of funding complementary projects (DTE Energy Foundation) or providing support to GLSI applicants (the Wege Foundation, the Community Foundation for Muskegon County, and the Fremont Area Community Foundation). In addition, representatives of community foundations who serve on the Collaborative are eager to help the GLSI develop a sustainability strategy that focuses specifically on community foundations in Michigan.

Within Michigan, staff of the Department of Education and the Department of Environmental Quality have participated actively in the Advisory Group and have also offered assistance to Planning Grantees. Both have expressed an interest in working closely with regional hubs, as these develop. Further, the network of 33 regional Mathematics and Science Centers was well represented among the Planning Grantees, as were institutions of higher education. This indicates widespread interest in the GLSI and bodes well for future collaboration with these entities.

# Budget

	Pilot Phase	Phase I			Phase II			Phase III				Total
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	
<b>Grant-making by the GLSI</b>												
Planning Grants	\$120,000		\$80,000		\$100,000	\$60,000		\$80,000	\$440,000			\$880,000
Implementation Grants	400,000	\$200,000	400,000		600,000	200,000		200,000				\$2,000,000
Continuation Grants			350,000	\$175,000	740,000	420,000	\$605,000	435,000		\$645,000	\$210,000	\$3,580,000
<b>Subtotal Grants</b>	<b>520,000</b>	<b>200,000</b>	<b>830,000</b>	<b>175,000</b>	<b>1,440,000</b>	<b>680,000</b>	<b>605,000</b>	<b>715,000</b>	<b>440,000</b>	<b>645,000</b>	<b>210,000</b>	<b>\$6,460,000</b>
GLSI Coordinator	86,400	127,800	130,356	132,936	135,622	138,335	141,102	143,924	146,802	149,738	152,733	\$1,485,748
[\$64/hour for 2000 hours/year in 2008, then rate of inflation increase annually. Includes salary, benefits, and overhead.]												
National Experts	20,000	25,200	22,200	22,200	11,600	11,600	11,600	14,600	14,600	14,600	14,600	\$182,800
[3 consultants/year x 8 days @ \$800/day (\$19,200) plus travel/lodging for 2 trips/consultant in Year 1 (\$6000) and 1 trip/consultant in each of Years 2 (\$3000) and 3 (\$3000)]												
[2 consultants/year x 6 days @ \$800/day (\$9,600) plus travel/lodging for 1 trip/consultant in each of Years 4-6 (2,000/yr)]												
[2 consultants/year x 6 days @ \$1,000/day (\$12,000) plus travel/lodging for 1 trip/consultant in Years 7-10 (\$2,400/yr)]												
Advisory Group & Funders' Collaborative Support	4,356	3,000	3,000	3,000	3,100	3,100	3,100	3,200	3,200	3,200	3,200	\$35,456
[Advisory Group: \$100 stipend/person x 13 members x 2 meetings/yr (\$2,600); food @ \$9/person x 13 members x 2 meetings/yr (\$234)]												
[Funders Collaborative: Food @ \$9/person x 9 people x 2 meetings/yr (\$162)]												
Launch Meetings [Facilities, food, speakers]	1,900		4,000		4,200	4,300		4,500				\$18,900
<b>Evaluation</b>												
Initiative-wide Evaluation	15,000	30,000	30,000	45,000	30,000	30,000	45,000	30,000	30,000	30,000	30,000	\$345,000
Hub Evaluation	15,000	30,000	37,500	28,750	67,000	67,000	51,250	63,000	53,750	39,750	35,000	\$488,000
<b>Subtotal Evaluation</b>	<b>30,000</b>	<b>60,000</b>	<b>67,500</b>	<b>73,750</b>	<b>97,000</b>	<b>97,000</b>	<b>96,250</b>	<b>93,000</b>	<b>83,750</b>	<b>69,750</b>	<b>65,000</b>	<b>\$833,000</b>
Promotion and Sustainability		60,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	\$600,000
Direct Expenses (supplies, travel, etc)	9,350	18,300	18,620	18,620	22,100	23,500	23,500	15,200	15,200	15,200	16,000	\$195,590
Only actual direct expenses will be reimbursed												
<b>TOTAL</b>	<b>\$672,006</b>	<b>\$494,300</b>	<b>\$1,135,676</b>	<b>\$485,506</b> Decision Point	<b>\$1,773,622</b>	<b>\$1,017,835</b>	<b>\$940,552</b> Decision Point	<b>\$1,049,424</b>	<b>\$763,552</b>	<b>\$957,488</b>	<b>\$521,533</b>	<b>\$9,811,494</b>



# **Appendix A:**

## *Expected Outcomes of the GLSI*

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Anticipated outcomes of the GLSI are summarized below. A more thorough discussion of these can be found in “Findings and Recommendations to the Great Lakes Fishery Trust about Integrating Place-Based Education, Professional Development and School-Community Partnerships,” submitted to the GLFT Board in 2005 by the Water Studies Institute at Northwestern Michigan College.

### **OUTCOMES FOR STUDENTS**

- Greater student achievement in focus content areas; gains in summative measures of educational achievement (e.g., test scores and GPA)
- Improved science process skills (e.g., observing, recording, and analyzing data); development of problem-solving, critical thinking, decision-making abilities
- Increased enthusiasm, motivation and determination for learning
- Better attendance and behavior in school; fewer referrals for discipline problems
- An ability to make connections and transfer knowledge between subject areas and from familiar to unfamiliar contexts
- An ability to “do science” rather than simply learn about science; to conduct risk assessment and scenario planning; to draw conclusions independent of authority
- An ability to work both independently and collaboratively; an appreciation of cooperation, trust, and mutual respect; the ability to recover from short-term failure and setbacks
- A feeling of empowerment and responsibility for their own learning; a realization that problems can be solved rather than sidestepped; an ability to share knowledge with specific audiences outside the school
- Opportunities to exercise both their mind and body outdoors, perhaps leading to a lifelong interest in recreation and the environment; a better understanding of career options in the natural resources and the environment field
- The development of leadership skills and attitudes

### **OUTCOMES FOR TEACHERS**

- Opportunities for professional learning in content area
- Greater ability to facilitate inquiry-based learning and problem-solving by students
- Greater access to the support of like-minded colleagues within the school and across Michigan
- Greater awareness of and connection to key partners in the community and region
- Greater access to national experts in education, including educators who use GLSI strategies in their teaching
- Greater sense of professionalism; enhanced leadership skills
- Increased motivation and enthusiasm for teaching

## **OUTCOMES FOR SCHOOLS**

- Enhanced quality of teaching and learning
- Greater connection to the community and region
- Greater visibility of the school's contribution to the community
- More available resources for teaching and learning

## **OUTCOMES FOR COMMUNITY-BASED ORGANIZATIONS**

- Greater fulfillment of educational mission
- Greater efficacy in addressing community issues and problems
- Greater understanding of K–12 school culture and the potential of K–12 students.
- More available resources to address community issues and problems

## **OUTCOMES FOR COMMUNITIES**

- More effort and resources focused on identifying, addressing, and solving environmental problems
- More frequent and successful collaboration among organizations
- Stronger connections with K–12 schools
- Active cultivation of an ethic of community-based environmental stewardship

## **Appendix B:** *GLSI Advisory Group Members*

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**Julie Metty Bennett**  
Great Lakes Fishery Trust

**Bert Bleke**  
Former Superintendent  
Grand Rapids Public Schools

**Andy Buchsbaum**  
National Wildlife Federation

**Kim Clark**  
Teacher, Bellaire Public Schools

**Randy Cook**  
Teacher, Tri-County Schools

**Shari Dann**  
Associate Professor and Extension  
Specialist  
Michigan State University

**Susan Erhardt**  
Educator, Greening of Detroit

**Kevin Frailey**  
Education and Outreach Manager  
Michigan Department of Natural Resources

**Jesse Gabbard**  
Wildlife Education Specialist  
Michigan United Conservation Clubs

**Mark Jenness**  
SAMPI, Western Michigan University

**Kirsten Levinsohn**  
Leslie Science Center

**Lisa Markini**  
GLSI Evaluator

**Colleen Masterson**  
Great Lakes Waters Studies Institute  
Northwestern Michigan College

**Terri McCarthy**  
Wege Foundation

**Rebecca Neilson**  
National Wildlife Federation

**Thomas M. Occhipinti**  
Environmental Education Coordinator  
Michigan Department of Environmental  
Quality

**Shawn Oppliger**  
Western Upper Peninsula Center for  
Science, Mathematics and Environmental  
Education

**Nick Reo**  
Native American Programs  
Michigan State University

**Kevin Richard**  
Science Consultant  
Michigan Department of Education

**Stephanie Smith**  
Alliance for the Great Lakes

**David Sobel**  
Center for Place-based Education  
Antioch New England Institute

**Mary Whitmore**  
Consultant, Great Lakes Fishery Trust

**Doris Williams**  
Rural School and Community Trust

## **Appendix C:** *GLSI Funders' Collaborative*

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**Americana Foundation**

Marty Fluharty

**Charlevoix County Community  
Foundation**

Maureen Radke

**Community Foundation for Muskegon  
County**

Arn Boezaart

**Community Foundation for Southeastern  
Michigan**

Tom Wiowode

**DTE Energy Foundation**

Karla Hall/Roberta Urbani

**Fremont Area Community Foundation**

Kathy Huschke

**Frey Foundation**

Kristine Huizen

**Great Lakes Fishery Trust**

Julie Metty Bennett

**Manistee County Community  
Foundation**

Tim Ervin

**National Fish and Wildlife  
Foundation**

Donn Waage/Dave Dempsey

**Petoskey-Harbor Springs Area  
Community Foundation**

David Jones

**Wege Foundation**

Terri McCarthy

**Appendix D:**  
*Planning and Capacity Grant Recipients*

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# GLFT Project Descriptions

Wednesday, July 11, 2007

Ap	Project Title	Recipient	Grant Period	Request:	Grant
<b>GLFT - Great Lakes Stewardship</b>					
911	<b>Northeast Michigan Great Lakes Stewardship Planning Initiative: Planning toward a Regional Network "hub" in Support of Great Lakes and Ecosystem Education and Stewardship</b>	<b>Gary Goren</b> Alpena-Motmorency-Alcona Educational Service District  989/354-3101 x124    goreng@amaesd.k12.mi.us	6/13/2007 -10/25/2007	\$19,990.00	\$5,213.50
	<i>Capacity building grant - precise scope of work TBD.</i>				
904	<b>Planning for a South Eastern Michigan Regional Hub for Place-Based Education</b>	<b>Rebecca Martusewicz</b> Eastern Michigan University 603/547-8827    rmartusew@emich.edu	6/13/2007 -10/25/2007	\$20,000.00	\$20,000.00
	<i>A regional hub will promote a vision of shared stewardship for Southeastern Michigan, a 4,602-square-mile region that includes Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne Counties.</i>				
909	<b>Manistee County Great Lakes Water Stewardship</b>	<b>Tim Ervin</b> Manistee County Community Foundation 231/723-4325    tervin26@charter.net	6/13/2007 -10/25/2007	\$19,603.00	\$5,213.50
	<i>Capacity building grant - precise scope of work TBD.</i>				
910	<b>Nurturing Teacher-Leaders for Advancement of Place-Based Great Lakes Stewardship Education in Mid-Michigan</b>	<b>Shari Dann</b> Michigan State University 517/353-0675    sldann@msu.edu	6/13/2007 -10/25/2007	\$19,673.00	\$19,673.00
	<i>This project to plan for place-based stewardship education in the mid-Michigan, Grand River Watershed region will engage schools from four counties surrounding Lansing (Ingham, Eaton, Clinton and Shiawassee Counties). We have selected up to 4 elementary schools, ranging from urban (Lansing Public Schools Woodcreek Elementary School), to suburban, highly resourced schools (Haslett), a rapidly suburbanizing district (Bath), and a rural school (Laingsburg). It is because of the ecological, geographical, and social characteristics of the region that these schools will form an ideal 'hub' for establishing a new place-based stewardship education consortium here as a model for the state and Great Lakes region.</i>				
907	<b>Making Connections in the River Raisin Watershed -- submitted by Monroe Public Schools &amp; The River Raisin Institute</b>	<b>William Green</b> Monroe Public Schools  734/265-3070    greent@monroe.k12.mi.us	6/13/2007 -10/25/2007	\$19,900.00	\$19,900.00
	<i>The region we will be focusing on is the River Raisin watershed, though schools that are adjacent to this watershed would not be excluded. The entire watershed is approximately 1,072 square miles with the River Raisin itself is approximately 150 miles long. As of 2000, the watershed was home to 140,000 people. The watershed contains areas of five Michigan Counties: Lenawee, Monroe, Washtenaw, Jackson, Hillsdale, and a portion of Fulton County Ohio. This area encompasses 30 mostly small town/rural public districts and over 20 different private schools.</i>				

Ap	Project Title	Recipient	Grant Period	Request:	Grant
905	<b>GLSI Planning Grant for a West Michigan Stewardship Hub</b>	<b>Dave Krebs</b> Muskegon Area Intermediate School District (MAISD) 231/767-7317      dkrebs@muskegonisd.org	6/13/2007 -10/25/2007	\$20,000.00	\$20,000.00
<p>NOTE: Half of this grant is being funded by the Fremont Area Community Foundaiton (\$5K) and the Community Foundation for Muskegon County (\$5K)</p> <p><i>The proposed region to be serviced by this grant (Muskegon, Oceana, Newaygo, and the northern portion of Ottawa County) is in the south-western part of the lower peninsula of Michigan and encompasses just over 1 million acres. The 22 public K-12 school districts in the region span the entire urban/rural and rich/poor continuum.</i></p>					
914	<b>The Headwaters Project: Sustainable Great Lakes Stewardship in the Upper Peninsula of Michigan</b>	<b>Carl Lindquist</b> Superior Watershed Partnership 906/228-6095      carl@superiorwatersheds.org	6/13/2007 -10/25/2007	\$20,000.00	\$20,000.00
<p><i>Marquette is the largest city in the Upper Peninsula (21,977 population) and will serve as the regional hub for most planning activities of the numerous project partners. Marquette is also home to the Superior Watershed Partnership (SWP) and the Marquette Alger Regional Educational Service Agency (MARESA) which will jointly coordinate the planning process for this project. MARESA includes thirteen regional school districts and is affiliated with Northern Michigan University and the Seaborg Center for Teaching and Learning Science and Mathematics. Other communities in the project planning area include but are not limited to: Negaunee, Ishpeming, Skandia, Michigamee, Big Bay, Gwinn, Republic, Munising and a significant population of the Keweenaw Bay Indian Community (KBIC). Both the SWP and MARESA provide services to the entire Upper Peninsula (15 counties) and by jointly coordinating the Headwaters Project could readily expand a pilot project to wider coverage.</i></p>					
912	<b>UM-Dearborn Stewardship Initiative</b>	<b>Orin Gelderloos</b> The University of Michigan-Dearborn 313/593-5339      ogg@umd.umich.edu	6/13/2007 -10/25/2007	\$20,000.00	\$20,000.00
<p><i>This Planning Grant will focus on increasing environmental stewardship of the Great Lakes within the Alliances of Rouge Communities and Downriver Communities, which includes 77 municipalities, three major universities, three community college systems, and more than 40 K-12 school districts. Its geographic and programmatic hub will be the Environmental Interpretive Center at the University of Michigan-Dearborn.</i></p>					
906	<b>Lake Superior Stewardship Initiative</b>	<b>Shawn Oppliger</b> Western UP Center for Science, Mathematics and Environmental Education (906) 482-0331      shawn@copperisd.org	6/13/2007 -10/25/2007	\$19,667.00	\$19,667.00
<p>NOTE: 100% of this project is being funded by the Wege Foundation</p> <p><i>The Western Upper Peninsula Center for Science, Mathematics and Environmental Education will focus their Great Lakes stewardship efforts in the five western counties of Micigan's Upper Peninsula: Houghton, Baraga, Keweenaw, Gogebic, and Ontonagon. We also intend to work closely with the other five math/science centers in the Upper Peninsula to share strategies, resources, and professional development opportunities in order to facilitate their future engagement in this effort.</i></p> <p><i>The Western Upper Peninsula encompasses 19 school districts, two intermediate school districts (Copper Country ISD and Gogebic-Ontonagon ISD), and two tribal communities: Keweenaw Bay Indian Community and Lac Vieux Desert Band of Chippewa.</i></p>					
<b>Total for all grants:</b>					<b>\$149,667.00</b>