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- Youngs Environmental
MARK YOUR CALENDAR!

July 10, 2018

50395 W 10 Mile Road | Novi, MI 48374 | (248) 380-9595
Your support at the 2017 annual golf outing provided funding for the following environmental education programs.
MAEP received 14 grant requests in excess of $57,468.55

MAEP selected 8 for a total of $12,327.77 in awards...

Evaluations took into consideration:
1. Hands-on environmental experiential education
2. Quality/uniqueness of the educational experience (underserved populations)
3. Geography and populations in Michigan (4 corners NSEW & greatest impact #’s)
4. Effort is made to fully fund programs to ensure viability of the program
The recipients of the 2017 MAEP grants are:

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAEOE – annual teacher conference</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Rouge Education Project</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Sustainable Irrigation System for Drew Gardens</td>
<td>$1,912.77</td>
</tr>
<tr>
<td>Bee–Inspired Bee Keeping – Mattawan/West MI</td>
<td>$1,536.00</td>
</tr>
<tr>
<td>Increasing Diversity in Geo Sciences – WMU</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Salmon in the Classroom – Branch Sch, Livonia</td>
<td>$1,183.00</td>
</tr>
<tr>
<td>Raised Bed Garden – Madison School, Wyandotte</td>
<td>$ 296.00</td>
</tr>
<tr>
<td>Mobile Metro Parks – Lincoln Center, Wyandotte</td>
<td>$1,500.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$12,327.77</strong></td>
</tr>
</tbody>
</table>
MAEP sponsor along with WM, AWMA & AIPG

MAEP received $1,000

The conference was attended by 118 teachers

$2,500 was awarded to 6 educators – 3 formal, 3 non-formal and 8 students from 6 different colleges & universities

Early outdoor education has been documented to have an impact on student interest in careers in science & engineering.
The MAEOE Conference teaches teachers how to effectively educate the next generation to become environmental professionals.
MAEOE Appreciates their Lake Superior Level ($1000) sponsors!
Rouge Education Project

What is the Rouge Education Project?

The Rouge Education Project (REP) is a multidisciplinary, school-based initiative to raise awareness of pollution in the Rouge River among K-12 students, and encourage them to take action to restore and protect the river. The project’s focus is the study of the Rouge River: its history, current issues, how to monitor its health, how to restore it, and how to become its steward. As a water quality monitoring and watershed education project, the REP engages students’ interest, concern, and commitment through real-world education. The project also builds school-community-university partnerships through corporate sponsors, corporate volunteers, and trained volunteers who assist teachers participating in the REP. The project is coordinated by Friends of the Rouge.

Schools and teachers click here for more information about the REP!

Who participates in the REP?

All public and private elementary, middle and high schools within (or with an interest in) the Rouge River watershed are eligible to participate in the REP. The program began in 1987 with 16 high schools, and has had as many as 100 elementary, middle and high schools participate in a given year. Typically, 30-40 schools join annually.

Awarded $2,500.00
29 Schools participating in “Citizen Science”

2017 Spring & Fall Monitoring Schools
Achieve Charter Academy, Canton; Birmingham Covington School, Bloomfield Hills
Chandler Park Academy High School, Harper Woods;
Clippert Multicultural Honors Academy, Detroit; Crescent Academy High School, Oak Park
Crescent Academy International, Canton; Crestwood High School, Dearborn Heights
Detroit Country Day Middle School, Beverly Hills; Emerson Middle School, Livonia
Garden City High School, Garden City; Huron Valley Lutheran High School, Westland
Inter-City Baptist School, Allen Park; Lincoln Senior High School, Warren
Mary Helen Guest Elementary School, Walled Lake; Pierce Middle School, Redford
Plymouth High School, Canton; Power Middle School, Farmington Hills
Ronald Brown Academy, Detroit; Roosevelt High School, Wyandotte
St. Valentine Catholic School, Redford; Salem Elementary School, Salem
Smith Middle School, Troy; Steppingstone School, Farmington Hills
Tawheed Center School, Detroit; Thompson K-8 International Academy, Southfield
Tonda Elementary School, Canton; Troy College & Career High School, Troy
Troy High School, Troy; Tyrone Elementary School, Harper Woods
Friends of the Rouge

FOTR Sponsors & Grantors

We appreciate them all — our current sponsors and grantors — and our supporter-level sponsors extending the legacy of the Rouge River Watershed.

- Bosch Guardian
- Erb Family Foundation Guardian
- Lush Fresh Handmade Cosmetics Guardian
- ITC Protector
- Dresner Foundation Protector
- GM Protector
- Consumers Energy Foundation Steward
- Advance Disposal Steward
- Norfolk Southern Advocate

And our Supporters:
- Arch Environmental Group
- Garden Club of Dearborn
- OHM Advisors
- Redfin
- Stantec
- Waste Management
Charles R. Drew Transition Center is a vocational center for Moderate and Severely Cognitively Impaired, Visually Impaired, Hearing Impaired, Physically Impaired, Otherwise Health Impaired, and students with Autism. Drew, which serves post-secondary special education students ages 18-26, is a one-of-a-kind center-based educational facility that has created a continuum of services for students with disabilities to ensure students have access to an age-appropriate learning environment. We believe the transition process is best experienced through authentic life training and real world connections. Students are prepared for the world of work and to become productive citizens with the necessary skills that will increase their quality of life.

Enroll a child today! Call: 313.240.4377 or visit detroitk12.org/enroll

Awarded $1,912.77
Our project calls for the implementation of permanent, drip-line irrigation systems to both our outside, 48 bed edible garden areas, as well as our newly installed state-of-the-art Behavioral Management, Vocational Sensory/Therapeutic/Cut Flower/Butterfly/Perennial Garden Center.

18,000 lbs of produce grown...this educational program saved the school district over $220,000 in produce purchase costs in 2016.

https://www.youtube.com/watch?v=hMviV8awYcl
both these areas will enable myself, as the Horticulture Teacher, and other staff, to teach a wider range of horticulture skills and tasks to provide more opportunities to master skills leading to possible future employment opportunities. Said systems will be installed by SiteOne, the Midwest’s largest Landscape Irrigation Company. Hunter Industries, through SiteOne, has generously donated a portion of the materials required for this installation. Grant funds through this grant program will be used to complete this project through the purchase of remaining materials, with the labor associated with the installation being donated by SiteOne employees and interns as a training and learning meets the needs of our students. The goals in the curriculum that meet our needs revolve around:

- Increasing students’ daily intake of fruits and vegetables
- Building connections between healthy bodies and healthy gardens
- Decreasing the incidences and likelihood of child obesity and diabetes
- Increasing students’ participation in and bonding to their community and peers
- Teaching the skills of horticulture in a way that is adaptable to real life
- Increase relevancy of earth and life sciences through hands-on gardening and nutrition lessons
- Working on interpersonal and intrapersonal skills through group work, critical thinking and inter-generational mentoring whenever possible

To best suit the needs of our special needs students, topics are taught in a repetitive manner over time, rather than in a time-limited manner. This allows students to build upon earlier knowledge with
$1,536.00
Bee Inspired program

WELCOME

Belief Statement
Continually improve. Collaborate and communicate. Focus on learning and achievement. Nurture and maintain a positive school culture.

Mission Statement
Every child has a right to be connected. Every child has a right to intellect.

Vision Statement
A collaborative learning community in which every individual is valued, engaged and connected.
2b. Description of the project.

All the students who are a part of Bee Club are considered at-risk, (adolescents who have a higher probability of struggling academically or may be less likely to transition successfully into adulthood and achieve economic self-sufficiency.) These students are making peer and adult connections, learning experiential hands-on skills through project-based activities such as building and painting hives, using power tools, and assembling wax frames.

Students are learning problem-solving skills and receiving immediate feedback. Additionally, we talk about lessons that students learned the previous weeks and what they could have done differently, etc., in hopes that they can learn from their experience and the experiences of their peers.

Students have learned about how the bees are an important link in the food chain and about the life cycle of the honeybee. Also students have been fascinated with the colony structure and what it takes to be a beekeeper.
2c. Educational objectives.

Student Outcomes:
1. Students will develop a knowledge, understanding, and appreciation for the environment—both the community and its natural surroundings.
2. Students will have a safe way to experience live bees and construct their own understanding of the characteristics, habitat, roles and life cycle of a bee.
3. Students will know that bees are insects and have three body sections.
4. Students will follow the bee’s development from egg to adult.
5. Students will learn that bees are an important link in the food chain.
6. Students will learn about products made from honeybees.
7. Students will use mathematics to determine the health of the hive.
8. Students will use cameras to document what is happening in the hive.
9. Students will monitor/record what is happening in the hive as well as their emotional reactions to what is happening in the hive.
10. Student will develop hypotheses and conduct experiments.
$2,400 For Diversity & Inclusion Program specifically related to geoscience field.
2b. Description of the project.
This proposal requests scholarship funds to encourage participation of students underrepresented in the geosciences by providing financial support to these students to attend the Hydrogeology Field Course. Students that qualify for these funds include students with a low-income household, minority background including students who are the first generation in their families to attend college, ethnic minorities, women, veterans, and students with disabilities.

2c. Educational objectives.
The Hydrogeology Field Course offered by the Department of Geosciences at Western Michigan University is one of very few hydro-technical programs in the United States. The program, developed in 1987, is directed by Tom Howe and Dr. Matt Reeves. This applied course has trained hundreds of students from around the nation and abroad. The Hydrogeology Field Course teaches the following skills: aquifer testing, environmental surface geophysics, groundwater sampling and monitoring, HAZWOPER training, remediation and well drilling and installation. Most of the geophysical testing, field work and training for this course is conducted at the Asylum Lake research and training site, which was developed to provide advanced field work and hands-on experience.
$1,183 for Salmon in the Classroom Project
2b. Description of the project.

Students will work closely with the Michigan DNR to raise salmon from eggs. The students will be in charge of researching needs, tracking growth, preventing disease, and releasing the salmon to their natural habitat.

40 3rd and 4th grade students and 2 teachers will be the main users of these materials and will be facilitating the project. 40 students in grade 1 and 2 will also be viewing and using the Salmon project as part of their learning for science standards. Parents and general public will receive updates and presentations of our projects weekly.

2e. Desired outcome of project.

Our desired outcome is for students to learn about everything from the life history of fish, to the importance of the Great Lakes and fishing to Michigan’s culture. Students will be connected to their local rivers and streams knowing that the smolts they released with return to the very same spot in 2-3 years to spawn. We want to connect our students to Michigan culture and have them develop a long-standing appreciation for Michigan’s natural resources and ecosystem health.
1d. What is the core mission of your organization, and how does it relate to environmental education?

The core mission of our organization, Madison School, is to provide academic instruction to students with special needs aged 3-26 years of age. Our Green School Committee includes staff and students that continually participate in activities to improve the environment. Activities include fostering a garden, school-wide recycling, providing lessons on conservation, etc. We have maintained our green school designation for the past several years.

$296.00 for raised bed gardens
2c. Educational objectives.

Academic lessons would be incorporated in every aspect of the garden. Students would learn science, the parts of a plant, and the necessary elements for a plant to grow. Students would learn about the environment. Students would learn math, sequences such as planting a seed, growing a seedling, and growing produce. Students would learn the steps for planning a garden and learn social skills and teamwork while participating.

3a. Proposed project budget. Please provide budget information for your project

We would like to purchase 10 bags of Vermont Organic Reclamation Soil at $26 per bag to fill the raised bed. We would like to also purchase a Melnor Two Way Hose Splitter for $10 to aid in watering the plants. We would also like to purchase an Ames Stand Up Tiller for $26 to break up the dirt and weeds in the garden. The total price for these items is $296. We already have repurposed wood donated for the raised bed and a small budget to buy organic seeds.
Welcome to The Lincoln Center!

MISSION STATEMENT
Educate, Inspire, Empower

VISION STATEMENT:
Developing Character, Strengthening Community, Achieving Success

Tell me and I'll forget,

Teach me and I'll remember,

Involve me and I'll learn.

- Ben Franklin

$1,500 to fund a mobile Metro Park Interpretative Center visit
The Lincoln Center was established in 2000 and services students with Autism Spectrum Disorder (ages 5-26 years), and Cognitive Impairment/Emotional Impairment (ages 5-26 years) from 17 downriver districts.

The Lincoln Center students typically do not access Nature Education Centers with their families or go on trips into nature due the following reasons: 1) behavioral limitations as students can become aggressive both verbally/physically in unfamiliar locations, or they will be non-compliant to verbal directives to the educational activity in an unfamiliar location, 2) the family cannot afford transportation, they cannot use public transportation for fear of aggressive behavior, and the distance to the facility may be too long for the student to manage, 3) parent of students who have a severe disability struggle with managing behavior in the community and may fear taking them to a Metropark so they would never go unless they were exposed by the school.

Therefore, the Metro Parks Mobile Learning Center is the perfect fit for what we would like to accomplish this school year! Prior to the mobile learning unit arriving at the school each teacher will complete a science lesson in regard to the respective presentation. The science teacher will come directly to our school and help us expose students to environmental education through the following programs:
Available throughout the year, all programs are based upon an interactive theme with activities to do and items to see and touch. All programs are provided either inside the organization’s facility* or in an adjacent outdoor space. Activities may vary for each program dependent upon class interest and times. Most programs can be modified for all age groups (unless otherwise noted).

*Subject to certain room requirements.
CONGRATULATIONS
MAEP 2017 GRANT RECIPIENTS!!!

Thank you for educating the next generation to appreciate, preserve and protect the planet...