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19th Annual Charity Golf Outing



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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.*

JOIN NOW!

Stay Informed





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:

MAEOE – annual teacher conference	\$1,000.00
Rouge Education Project	\$2,500.00
Sustainable Irrigation System for Drew Gardens	\$1,912.77
Bee-Inspired Bee Keeping – Mattawan/West MI	\$1,536.00
Increasing Diversity in Geo Sciences – WMU	\$2,400.00
Salmon in the Classroom – Branch Sch, Livonia	\$1,183.00
Raised Bed Garden – Madison School, Wyandotte	\$ 296.00
Mobile Metro Parks – Lincoln Center, Wyandotte	\$1,500.00
TOTAL	\$12,327.77



THANK YOU TO OUR 2017
MAEOE CONFERENCE
SPONSORS!

[CLICK HERE TO VIEW
OUR 2017 SPONSORS!](#)



Early outdoor education has been documented to have an impact on student interest in careers in science & engineering.

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



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.

What does participation in the REP involve?

Schools participating in the REP learn background information about the Rouge River watershed in the classroom, and then take a field trip to a unique sampling site along the river on "Monitoring Day." At the site, students take multidisciplinary steps to investigate the health of the river. They monitor up to nine **chemical parameters**, conduct a survey of the physical conditions, and sample for **benthic macroinvertebrates** (aquatic organisms). From their results, they calculate a standardized numerical value that indicates the relative health of the river section surveyed. What do students gain? Check it out [here](#).

Awarded \$2,500.00

29 Schools participating in “Citizen Science”

2017 Spring & Fall Monitoring Schools

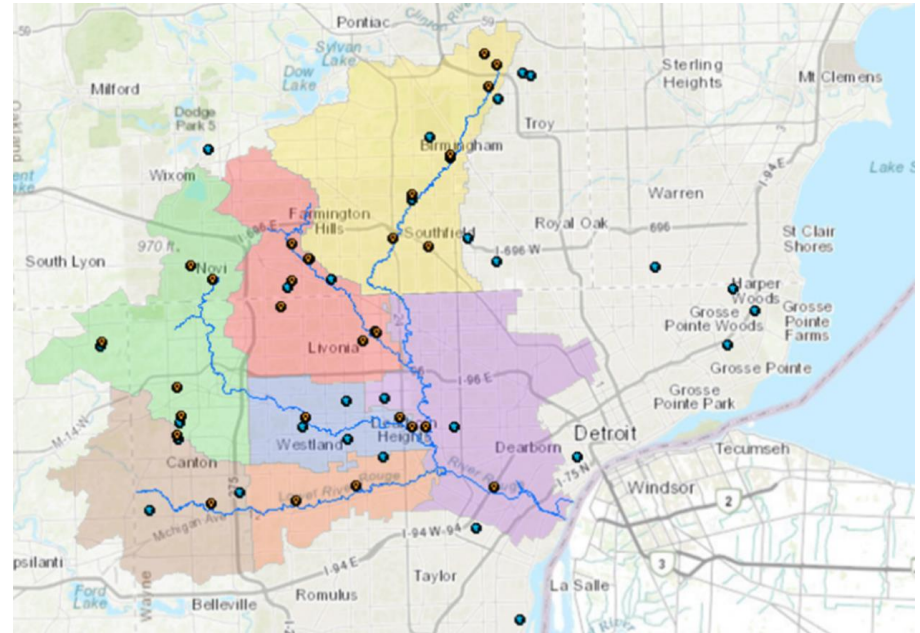
Achieve Charter Academy, Canton; Birmingham Covington School, Bloomfield Hills
Chandler Park Academy High School, Harper Woods;
Clippert Multicultural Honors Academy, Detroit; Crescent Academy High School, Oak Park
Crescent Academy International, Canton; Crestwood High School, Dearborn Heights
Detroit 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



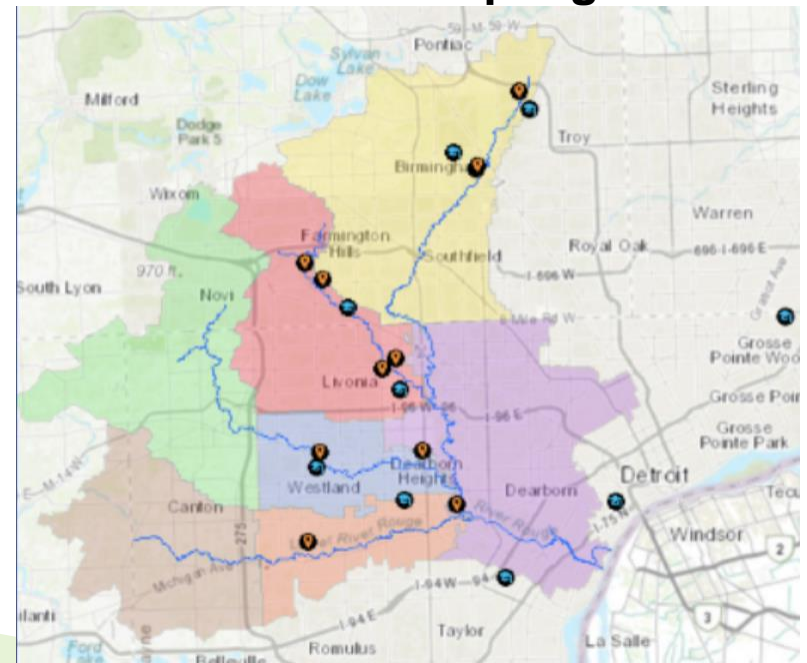
Friends of the ROUGE



REP 2017 Spring Sampling Sites



REP 2017 Fall Sampling Sites





Friends
of the **ROUGE**

HOME

ABOUT US

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



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Foundation

Guardian

LUSH

FRESH HANDMADE COSMETICS

Guardian



Protector



DRESNER
FOUNDATION

Protector



Protector



Consumers Energy
Foundation

Count on Us

Steward



Advanced
Disposal

Steward



Advocate



Advocate

And our
Supporters:

Arch Environmental Group

Garden Club of Dearborn

OHM Advisors

Redfin

Stantec

Waste Management



CHARLES R. DREW
FIRST INDEPENDENCE
BANK



Drew Transition Center

Serving Special Needs

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.



DETROIT
PUBLIC
SCHOOLS

Some of our offerings:

- "One-Stop Shop" Parent Resource Center
- Working Bank
- Laundry Facility
- Beauty Salon
- Retail Clothing Store
- Convenience Store
- Fitness Center
- Post Office
- Food Program
- Music
- Dance
- Glee Club
- Media Clubs
- Special Olympics
- Outdoor Hoop House
- Community Garden



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

Awarded \$1,912.77



SEE IT BELIEVE IT
DETROIT PUBLIC SCHOOLS



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>



Wayne Metropolitan
Community Action Agency

Michael Craig
Charles R. Drew Transition Center

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



MATTAWAN
CONSOLIDATED SCHOOL

Mattawan, Michigan

\$1,536.00
Bee Inspired program



WELCOME

Belief Statement

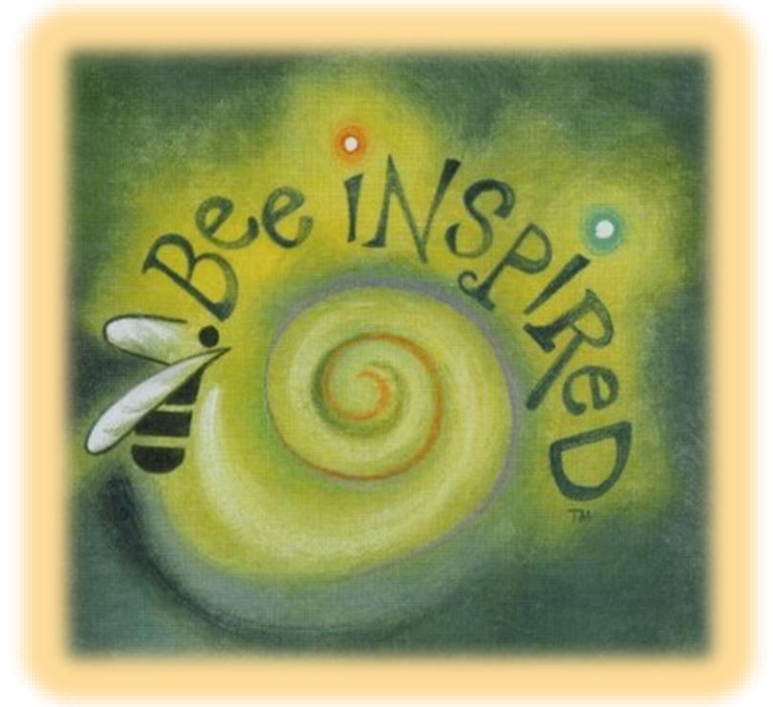
Continually improve. Collaborate and communicate. Focus on learning and achievement. Nurture and maintain a positive school culture.

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.

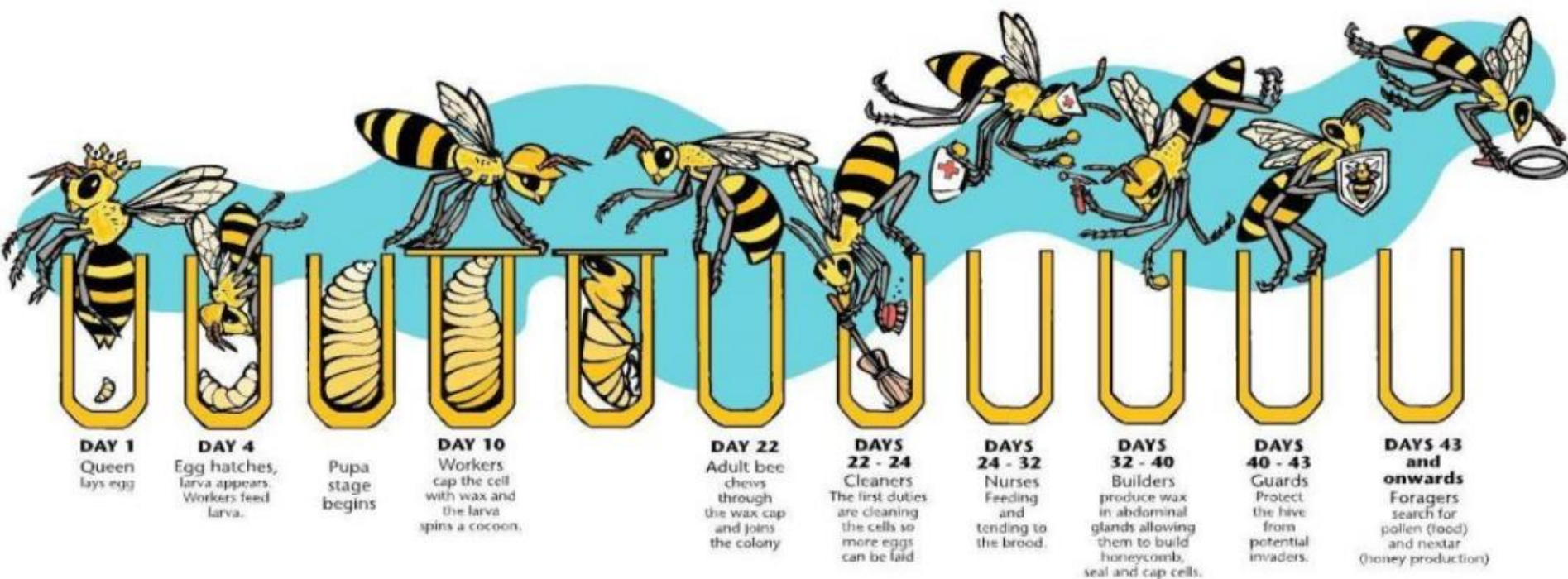


2b. Description of the project.

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.



WESTERN
MICHIGAN
UNIVERSITY

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Diversity and Inclusion

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Office of Diversity & Inclusion Multicultural Center

**\$2,400 For Diversity & Inclusion Program
specifically related to geoscience field.**



WESTERN
MICHIGAN
UNIVERSITY

Diversity and Inclusion



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. [REDACTED]

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. [REDACTED]




BRANCH LINE SCHOOL   

16360 HUBBARD STREET PHONE: (734) 335-0663

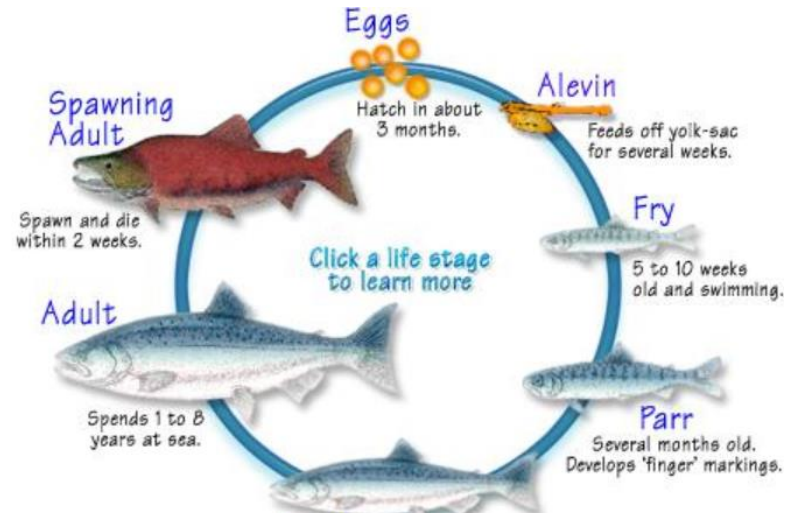
LIVONIA, MI EMAIL: info@branchlineschool.org



\$1,183 for Salmon in the Classroom Project



Salmon In The Classroom



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 will 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.



**\$296.00 for
raised bed
gardens**

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.



WYANDOTTE PUBLIC SCHOOLS

Educate - Inspire - Empower

OUR DISTRICT

PARENTS AND COMMUNITY

ATHLETICS

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.





WYANDOTTE PUBLIC SCHOOLS

Educate - Inspire - Empower

OUR DISTRICT PARENTS AND COMMUNITY ATHLETICS



Welcome to The Lincoln Center!

MISSION STATEMENT
Educate, Inspire, Empower

VISION STATEMENT:
Developing Character, Strengthening Community, Achieving Success

**\$1,500 to fund a mobile
Metro Park
Interpretative Center
visit**

Tell me and I'll forget,

Teach me
and I'll remember,

Involve me and
I'll learn.

- Ben Franklin

MISSION STATEMENT
Educate, Inspire, Empower

VISION STATEMENT:
Developing Character, Strengthening Community, Achieving Success



MOBILE LEARNING AND EXPLORATION VEHICLES

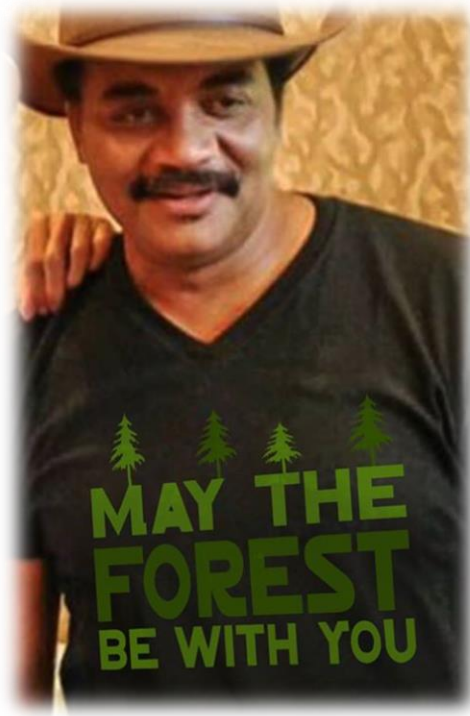
Available throughout the year, all programs are based upon an interactive theme with activities to do and items to see and touch. All programs are provided either inside the organization's facility* or in an adjacent outdoor space. Activities may vary for each program dependent upon class interest and 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...