

Please summarize the progress to date, note any significant changes to the proposal, and estimate the numbers of students, educators, administrators and community partners involved.

This report will describe the progress to date on the goals of the Lake Superior Stewardship Initiative as outlined in the Chart of Work submitted as part of Continuation proposal. Currently there are 15 school–community teams engaged in stewardship projects in their local communities. The students and teachers involved in the school teams range from early elementary to high school. Each stewardship project is at various stages of implementation depending on number of years the school team has been involved in LSSI.

Goal 1. A regional infrastructure will be established to support and facilitate stewardship projects responsive to the culture of the school and community.

The LSSI regional hub consists of the leadership team and advisory board members. The representation of the board consists of equal parts educators and community partner representatives. The advisory board provides guidance to school-community teams and leadership team, comprised of Shawn Oppliger, Joan Chadde and Lloyd Wescoat from the Western UP Center for Science, Mathematics and Environmental Education.

The leadership team met on a regular basis to facilitate the daily work of the initiative. Each member of the leadership team was assigned specific tasks to effectively manage the work of the initiative. Shawn is responsible for the grant administration, reporting, communication to teachers and community partners, budget and liason to the advisory board. Joan is responsible for the creation and maintainance of the website and coordination of the professional development activities for teachers and community partners. Joan and Lloyd served as mentors to individual school teams. In their mentoring capacity, they assisted teams in the creation of their project proposals and provided support though implementation of their projects. The leadership team provided the school teams with specific guidelines for their project proposal. The guideline asked school teams to provide student learning goals and community stewardship goals. Then each team provides a plan and budget for accomplishing these goals. Each team needed to address how their project would be an integral part of the work of the school and the community. They also needed to provide a plan for communicating the success of their project to important stakeholders in their community such school administration, school board, parents and decision making entities Each school team could apply for up to \$5500 of funding. Project guidelines are attached.

During the 2009-10 school 15 project proposals were submitted to advisory board for review and approval. The LSSI Advisory Board met in October, December, January, February, April and May to consider 2-3 proposals per meeting. Many of established school teams submitted their proposals at the early meetings. These school teams had received project funding during the implementation phase of LSSI and were seeking funding to continue their projects in the community. Six new school teams submitted their proposals to the board. The advisory board reviewed each proposal to see how well it addressed the guidelines and provided suggestions for improvement. Some teams were asked to revise their proposals and resubmit them to advisory board for review. Attached is a summary of 15 proposals that were funded. This summary indicates the number of teachers, students and community partners involved.

Lloyd Wescoat compiled all of the LSSI documents and resources that teams would need to plan and implement their projects into a notebook. A notebook was given to each team in paper and electronic form.

LSSI website and email lists were created in March 2008. They are continually updated so as to provide an effective sustainable way to communicate with school teams and community partners.

Goal 2: Teachers will facilitate learning experiences, which integrate the components of the Lake Superior watershed into the core curriculum.

A variety of professional development was offered to school teams and their community partners in the 2009-2010 school year. Teachers and community partners had the opportunity to participate in full day workshops, dinner and dialogue events and summer institutes that built an understanding of the Great Lakes watersheds, local and global watershed issues, community-based learning, and service learning. The school year started with a two-day workshop on community based learning facilitated by John Yoder. He is the education consultant for the Great Lakes Stewardship Initiative and the Northwest Center for Sustainable Resources. He is the author of three books: *Educator's Guide to Program Development in Natural Resources*, *Community as a Context for Learning*, and *Educator's Guide to American Indian Perspectives in Natural Resources* which guide educators in developing school-community projects. The purpose of this workshop was to introduce new LSSI school teams to the concepts of community based learning. In addition, allow the established school teams to revisit aspects of community based learning and share with new teams their experiences.

The rest of the professional development opportunities were selected based on the needs of school teams. A professional development survey was conducted in the fall and professional development opportunities were planned to meet the needs of the majority of the teachers. The following workshops were conducted based on these needs:

- GPS in the classroom,
- school gardens,
- formative assessment,
- service learning,
- technology tools,
- Project WILD,
- MEECS Water Quality Unit,
- winter ecology,
- grant writing,
- outdoor education.

Often teachers and community partners conducted parts of or entire workshops. The leadership team tried to facilitate the sharing of knowledge among the school teams by encouraging LSSI teachers to act as workshop presenters. These teachers were glad and honored to serve in that capacity and share what they knew.

Three Dinner and Dialogue sessions were held on topics generated from the survey. They also served as forum for teachers and community partners to establish or promote partnerships. Denise Mitten, Professor of Education and Forestry Science from Ferris State University conducted the fall Dinner and Dialogue on the importance of nature in the child development. Larry Lankton, Professor of Social Sciences, Michigan Technological University, and author of *Cradle to Grave: Life, Work, and Death at the Lake Superior Copper Mines*, conducted the winter Dinner and Dialogue on the history of copper mining. Joe Dowd from the Keweenaw Bay Indian Community conducted the spring Dinner Dialogue on Story of the Ojibwe Tribe in the Lake Superior Region.

Three LSSI school teams---EB Holman, Calumet-Laurium-Keweenaw Elementary, and CJ. Sullivan Elementary---established book clubs to engage more teachers and parents in their respective LSSI projects, and to build their knowledge of topics related to their projects. The books that were chosen by these teams were *Animal, Vegetable, Miracle* by Barbara Kingsolver and *Last Child In the Woods* by Richard Louv. Attached is a summary of the professional development opportunities that teachers and community partners participated in.

Goal 3: Students will be able to utilize their knowledge of the Lake Superior Watershed to make informed decisions, take responsible actions, and engage in stewardship projects.

Goal 4: Students and teachers will be recognized as valued contributing citizens and will act in that capacity.

Goal 5: Place-based education will become an integral part of work of partner schools.

Goal 6: Communities in the Lake Superior will be engaged and improved through effective collaborative efforts of schools and their community partners.

Currently, LSSI has engaged students in 15 schools in stewardship projects in their community. The students work with their teachers and community partners to plan and implement their projects. During this process, students learn about the Lake Superior Watershed, issues impacting the health of this watershed and how their decisions can benefit their community and the Lake Superior Watershed. Each school- community teams' project is tailored to meet the needs of the community they serve. Attached are flyers of each school – community projects written by LSSI teams with the assistance of the leadership team. The teams are given a template to follow to make sure that they address important components of their projects. The LSSI teams use these flyers to communicate the success of their respective projects to stakeholders in their communities. The flyers will give you a sense of how well LSSI has met the goals listed above.

B. Communications: Describe progress to date of the goals in your communication plan.. List any additional resources in communication that you need.

The leadership team revamped their communication plan for LSSI in January 2010. The text below describes our progress to date on the goals in the 2010 plan.

Goal 1: LSSI is recognized by its stakeholders as a positive force for engaging students in real-world contributions to their community, benefiting the Lake Superior Watershed.

School-community teams were very active in communicating the success of their projects to their community. Teams regularly presented their projects to their school boards and other decision-making entities in their community. Below are examples of presentations given during the 2009-10 school year.

- December 2010- Lake Linden Hubbell Elementary presents their project to their school board.
- April 8, 2010- Lake Linden Hubbell Elementary team presents their project to the Lake Linden Village Council
- April 15, 2010- Hancock High School, Dollar Bay High School, Chassell High School, BRIDGE High School and Horizons High School teams present their projects at the Michigan Tech Engineering Expo.

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- April 2010- BRIDGE High School team presents their project to Hancock City Council.
- May 18, 2010- EB Holman team presents their project to their school board.

Teams regularly created and distributed newsletters to their school community and submitted articles to the press and community partner newsletters. Attached are some of the articles and newsletters.

Each team is required to conduct community events to highlight their project. Below is a list of community events that have been conducted to date. More events are planned for Fall 2010.

- December 6, 2010- Jeffers High School community event at Lake Perrault
- March 2010 – Chassell High School “Green Expo”
- May 11, 2010- Jeffers High School community event at Lake Perrault
- May 21, 2010- EB Holman community event at Keweenaw Land Trust Marsin Preserve
- June 3, 2010- Washington Middle School community event at the Calumet Waterworks Park and school forest.

At the LSSI Celebration Event, fifteen school-community teams came together to celebrate and share the success of their community projects. This event took place on Thursday, May 6, 2010 in the lobby of Michigan Tech’s Rozsa Center from 6:30-8:00pm. The event started with short program to “premiere” the new LSS video, and the remainder of the time people had the opportunity to talk with individual school-team project representatives---teachers, students, and community partners. The purpose of the event was to showcase the Lake Superior Stewardship Initiative to the community, school boards, families, and potential nders.

The LSSI leadership team created and maintained effective communication tools to aid the work of the initiative in partner school-community teams.

- Created a resource notebook of presentation templates, presentation outlines, guidelines, and talking points given to each school.
- Worked with OpusWeb to revamped the LSSI Website at lakesuperiorstewardship.org
- Regularly update LSSI brochure to reflect changes in the membership of school- community teams. (attached).
- Created 15 school-community team profiles/flyers (attached).
- Worked with the Cin-Optic Enterprise at Michigan Tech to create a 5-minute video about the impact of LSSI in schools and communities.

Goal 2: Key people in our community will act as promoters and advocates of the Lake Superior Stewardship Initiative.

The leadership team and advisory board has begun the work of communicating the mission, goals and activities of the initiative to key people and organizations in our community.

LSSI was a feature article of monthly Ed-Opt article hosted Keweenaw Community Foundation in the Daily Mining Gazette.

LSSI was featured in the annual report of the Keweenaw Community Foundation.

LSSI participated in the Earth Day Celebration at the Calumet Theater.

LSSI has been featured in newsletters of community partners.

Areas of the communication plan that we could use further assistance from Great Lakes Stewardship Initiative is:

- Framing the issue for skeptical audiences, where stewardship conflicts with their business or personal interests.
- Engaging the tribal community to support the work of school teams in the Lanse and Baraga school districts.
- Engaging political leaders in the community such as Congressman Bart Stupack and State Rep. Mike Lahti.
- Fostering financial support of LSSI with businesses, community organizations and schools districts.

C. Financial Information: Modification to the budget.

LSSI is progressing according to the original work-plan; I do not expect a modification in the budget.

D. Sustainability: Describe the progress to date and efforts to secured additional funding. List any assistance that you need.

The leadership team working with members of the advisory board have applied for additional grant funds to further the work of LSSI in our local communities.

In December of 2009, Joan Chadde, Shawn Oppliger partnered with Keweenaw Land Trust and the Gogebic Ontonagon ISD to submit a grant proposal to EPA Environmental Education Grant Program. This proposal would expand LSSI to the six school districts in the Gogebic and Ontonagon counties. Evan McDonald from the Keweenaw Land Trust serves on the LSSI Advisory Board. We did not receive the grant.

In the fall of 2009, the Michigan Tech Center for Water and Society received a 5-year grant from the National Science Foundation to place graduate students with LSSI teachers for two years to assist with LSSI stewardship projects. Alex Mayer, LSSI Board Member, serves as principal investigator and Shawn Oppliger serves as Co-principal investigator.

The leadership team, advisory board and school-community teams have developed partnerships with other educational initiatives to leverage funds for stewardship projects.

LSSI has partnered with Service Learning Initiatives in Chassell High School, EB Holman and Public Schools of Calumet ,Laurium and Keweenaw. These schools have received addition funding for their LSSI projects through the Michigan Service Learning Commission.

- LSSI has partnered Michigan Tech's High School Enterprise in Hancock High School, Chassell High School, BRIDGE High School and Horizon High School. These schools have received additional funding for their LSSI projects through the High School Enterprise.
- LSSI has partnered with Houghton County Health Department. Calumet Laurium and Keweenaw Elementary has received additional funding for their school garden. This funding came from Michigan's Department of Community Health's Building Healthy Communities Program. In addition this school applied for and received a Midwest School Garden Grant.

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The leadership team has been participating in Strong Organization Strong Youth (SOSY) workshop series sponsored through the Great Lakes Center for Youth Development (GLCYD). These workshops help non-profit organizations that serve youth to build capacity. The leadership team received training on fund and revenue development, developing partnerships, effectively using volunteers, strategic planning and recruiting and maintaining a proactive advisory board. We applied and received the opportunity for further consultation through GLCYD during this summer from JD Levy and Associates

E. Reflections: Describe unanticipated benefits or challenges and lessons learned. Describe the vision of the work of your hub in upcoming ten months. What resources does LSSI need from GLSI.

The work of LSSI during the 2010-11 school year will be the implementation of the funded stewardship projects in participating schools and communities. These projects will engage students in community stewardship events, field experiences, service work in the community and presentations to school boards, community organizations, businesses and other stakeholders. The leadership team will continue to offer support and assistance to school teams as they move forward with their projects.

The leadership team will work with existing school-community teams to recruit more teachers and deepen the impact within each school---the key to the sustainability of the initiative in each of the partner schools. Two school teams left the initiative in Fall 2009 due to the burden of work being carried by a small number of teachers. The most effective teams (CJ Sullivan Elementary, CLK Elementary, Washington Middle School) have recruited more teachers in their school to participate. When a majority of teachers in a school are working together on a project that engages students in meaningful learning, the administration is pressured to support this work. One of the most effective ways to make LSSI an integral part of the school culture is use this “grass roots approach” that many of our effective school teams are using.

If there is time, I'd suggest the definition of "Community Partner" as a topic of future GLSI trainings/meetings.

A teacher struggled with the “community partner” term today.... and he suggested creating various categories, just as one does for contributors at different levels. We want to encourage community participation and it may start out small but grow. For example:

Cheerleaders - encourage and support

Mentors - provide expertise and advice

Contributors - contribute services, supplies, cash less than \$200 value

Sponsors - contribute services, supplies, cash less than \$500 value