

OEEF Grant Application

Application Type: GeneralGrant

Application #: S-20G037

Revision from previous application: F-20G015

Previous grant received: S13G-047

Organization Information

Name: Camp OtyOkwa, Big Brothers Big Sisters of Central Ohio, Inc.

Web Address: www.bbbscentralohio.org and www.campotyokwa.org

Address: 24799 Purcell Road, South Bloomingville, OH 43152

County: Hocking

Project Information

Project Title: Natures Classroom at Camp OtyOkwa

Educational Priority: Other Environmental Education Projects

Requested Grant Amount: \$27,000.00

Target Audience: Pre-school to University - Primary, General Public - Secondary

Project Description:

Camp Oty'Okwa is designing a series of programs collectively known as "Nature's Classroom" that will enhance our existing environmental education programs already offered to more than 4,500 children in the residential camp experience. The series of programs will encompass geology, stream ecology, forest ecology, wildlife ecology, climate change, and arthropods. The programs reinforce outdoor activities where the forest, fields, and streams serve as a living laboratory to foster appreciation, deepen understanding, and encourage environmental stewardship.

Anticipated List of Collaborators:

* Joe Brehm, Environmental Ed. Program Director, and Debbie Phillips, CEO, Rural Action - providing expertise in development/implementation and providing 400 plus participants

* Catherine Knoop, retired science teacher, adjunct professor Ashland University - providing expertise in development/implementation

* Polar Byrd Climate Research Center - providing 1,350 participants

Additional letters of support are provided by Clyde Gosnell, naturalist; John Watts, Resource Manager, Metro Parks; Wendy Hanna, Environmental Director, Hocking Co. Health Department; and Sherry Biegeleisen, Athens City Schools' sixth grade science teacher.

Additional Information

Have you ever attended an OEEF grant-writing workshop? Yes

Proposed Start Date: 06/02/2020

Will this project have statewide impact? Yes

Proposed Completion Date: 06/01/2021

Which Ohio counties will the activities take place in? Hocking

Audience Category

Formal Education: Primary: K-8

Non-formal Education - Visitors to: Nature Centers and Camps

Project Issues

Water Issues: Surface Water/Watersheds, Water Quality Monitoring

Land Issues: Habitat Preservation, Wetlands, Land Laboratories/Outdoor Classrooms, Threatened and Endangered Species

Other Issues: Sustainability, Other: Ecological Literacy

Executive Summary

Audience Need:

The program targets K-8 children, with most participants being underserved and/or intercity youth. These youth often lack access to environmental education in their home and school environment. A student's understanding of the underlying principles in environmental education and sciences is required to perform effectively in school and standardized testing. The Nature's Classroom programming will provide such environmental education to underserved youth under the guidance of trained professionals.

Key Personnel:

Big Brothers Big Sisters (BBBS) of Central Ohio is one of the ten largest of more than 250 BBBS affiliates in the country. Camp Oty'Okwa has also provided organized environmental education programs for the past 50 years, and has offered residential camping since opening in 1942.

Over the last several years, Camp Oty'Okwa has increased its efforts in environmental education: with more than 700 acres under a conservation easement; development of a bird feeding area; establishment of a native plant garden; and a static native habitat exhibit installed in the dining hall. To carry out the educational goals, new positions have been created (including a full-time Environmental Education Director) with skills needed so that camp can continue to be a quality science resource for southeast Ohio. These accomplishments illustrate our commitment to expand environmental education further through the development of the Nature's Classroom programming.

Overall Project Objectives:

The Nature's Classroom will provide programming to over 4,500 children by complimenting the outdoor programming with a hands-on classroom-like component. Our students will continue to receive the benefits of field lessons, and the Nature's Classroom will provide learning experiences that are not available in the field. Students will participate in the following programs: Geology, Steam Ecology, Forest Ecology, Wildlife Study, Arthropods, and Climate Change. It will create environmental awareness and promote increased environmental practices. This knowledge will benefit the participants by providing essential skills required for youth to be successful in school and standardized testing, such as the scientific method and general principals of Ecology. In addition, the community and the environment will benefit by instilling a long-term appreciation for nature and increasing environmental stewardship among participants.

Major Activities:

The Nature's Classroom will include the following programs:

- * GEOLOGY - Students will learn the importance of minerals and soil in the ecosystem by exploring geologic formations and investigating samples under microscope.
- * STREAM ECOLOGY - Students will explore water ecology by stream sampling, exploration of the indoor aquatic display, and examination of water samples.
- * FOREST ECOLOGY - Students will explore various forest habitats, learning plant identification and forest layers. Classroom activities will include examination of soil samples.
- * WILDLIFE STUDY - Students will learn animal adaptations and predator/prey relationships; activities will include examining furs and skulls as well as live animal encounters.
- * INSECTS - Students will identify and learn insects' roles in the ecosystem. Students will examine a bee colony in a viewable hive as they pollinate a prairie outside.
- * CLIMATE CHANGE - Students will utilize scientific methods to examine ice core samples.

Overall Cost:

The overall cost of the Nature's Classroom at Camp Oty'Okwa is \$32,245.96. Big Brothers Big Sisters of Central Ohio respectfully requests \$27,000.00 from the Ohio Environmental Education Fund to support this project. The remaining \$5,245.96 is staff time for Camp Oty'Okwa personnel to implement the project.

Project Description

Audience Need:

The project seeks to present information that creates environmental awareness and promotes increased healthy environmental practices with the youth and adults attending programming at Camp Oty'Okwa. The camp staff will use them as a springboard for hands-on activities for the more than 8,000 youth and adults who attend camp sessions, classes, training and workshops. All partnering agencies using the camp will be introduced to the Nature's Classroom so that they can use the material being presented in their own programming.

The benefits of spending time in nature are myriad and diverse. Studies have shown that nature is good for your health by reducing stress and depression while increasing brain functions and strengthening the immune system (Association of Nature Center Administrators, natctr.org). Our Nature's Classroom will bring the natural environment to people under the guidance of trained professionals to experience and develop relationships with the natural world. In this era of isolation and disconnection from the land a connection to nature is more important than ever.

As referenced in the attached letters of support, Camp Oty'Okwa partners such as Franklin Co. Metro Parks, Hocking Co. Health Dept., and Rural Action appreciate the value of having a robust environmental education program serving central and southeast Ohio. In 2009, Hocking Co. Health Dept. partnered with the Center for Urban and Public Affairs at Wright State University to conduct a community health assessment. In 2011, this survey was presented to area agencies for review and strategic planning. Camp Oty'Okwa was part of the strategic planning process. Respondents indicated that 62% had an annual income of less than \$35,000, and 77% had incomes under \$50,000. The survey showed a need for accessible, affordable community education on water quality, recycling and composting, and the importance of fresh foods.

The state science standards stress the use of inquiry while learning core content areas. BBBS collaborates with schools by providing environmental education to diverse populations from public schools in Columbus, its suburbs, and the rural areas of central and southern Ohio. In 2017-18, Columbus City Schools' test results show a low performance on the Ohio Science Achievement Assessments, with only 39% of fifth grade students and 38% of eighth grade students achieving proficiency in Science (compared to state averages of 69% and 68%, respectively). Providing a site where students can learn new concepts, ask questions and draw conclusions will help them improve their knowledge of the Ohio Academic Content Standards and their performance on the State Achievement Assessment tests.

Camp Oty'Okwa is striving to be the premier resource for environmental education in Southeast Ohio. The Nature's Classroom is the next step towards achieving this goal.

Qualification:

Big Brothers Big Sisters (BBBS) of Central Ohio is one of the ten largest of more than 250 BBBS affiliates in the country. Camp Oty'Okwa, owned and operated by BBBS since 1942, has provided environmental education for 50 years.

In 2018, more than 8,000 youth and adults participated in camp programs, including school environmental education programs, as well as summer camp, weekend camping trips, or leadership weekends. Most of the children participating in our summer and weekend camp programs come from low-income households, and (with support from the Ohio Attorney General's Office) approximately half of the children have been impacted by crime.

Adults and community members attend classes, workshops, programs, and events sponsored with local partners. The camp provides training for adults which equip them with skills and prepare them to be better educators. The impact of our adult education and training is far reaching. Adult participants use materials from camp workshops at their respective schools, parks, and centers.

Camp staff responsible for this project:

* Camp Director Rick Perkins has over 30 years of experience with the National Park Service, most recently as Chief Ranger at Hopewell Culture National Historical Park, in addition to engagement with private and non-profit organizations. He has a B.S. in Outdoor Education/Field Biology from Ohio University.

* Camp Program Director Matt Smith started with Camp Oty'Okwa as a camper, and became the full-time program director following his graduation from Ohio Dominican University with a Bachelor's of Social Work degree. Matt directly supervises the seasonal summer camp staff.

* Camp Environmental Education Director Emily Kridel joined the Camp Oty'Okwa staff in September 2018. Emily has her Bachelor of Arts in Environmental Science, Sustainability Studies from Otterbein University. She was previously with the Glen Helen Outdoor Education Center as the Public Programming and Extension Coordinator.

Continuation and Replication Plan:

Once the Nature's Classroom has been established it will be available to everyone who visits Camp Oty'Okwa. Ongoing maintenance and support costs for the classroom should be minimal.

As part of this grant, Big Brothers Big Sisters will work with the schools and their students to share their experiences at camp with their fellow students. This interaction will take several forms, including newsletters and bulletin boards at the schools. Students can also share what they learned at camp with their classes by sharing their pictures and/or journal entries. This information will be included on Big Brothers Big Sisters of Central Ohio's web site and/or on the schools' web sites.

Big Brothers Big Sisters of Central Ohio is a member of the "Leave No Child INSIDE" Central Ohio and Southeast Ohio collaborative (www.kidsandnature.org). This collaborative consists of more than 70 governmental and non-profit organizations who are interested in providing central and southeast Ohio children with outdoor recreation and activities. Through coordinated summits and networking, we will share our best practices with our fellow collaborative members and discuss ways that they could learn from our project. We will likewise share this information with other schools, as collaborations between schools and camps are essential to our approach.

Camp Oty'Okwa is used for adult education classes, conferences and workshops. The adults attending these programs represent teachers, Solid Waste District Educators, Soil and Water Conservation District educators, and environmental educators from camps and parks. When they attend our programming, the participants from across the state will take home educational ideas and concepts that they can use professionally. Our environmental education staff provide materials and instruction based on the camp programs, including information from our Nature's Classroom, so that similar environmental education programs could be developed.

The Nature's Classroom will be used to introduce concepts, prompt inquiry, and summarize ideas for camp sessions. To reinforce concepts presented, adults and youth will continue their learning through hands-on activities that immerse them in the camp's protected acreage and use the environmental models. The Classroom will provide the stimulus needed to encourage engagement by youth and adults and give them the knowledge needed to replicate models and environmental practices.

H.E. Blake, editor of Orion Magazine, states "schools that formalize environmental curricula...have better academic achievement, greater student engagement, reduced classroom management problems, and better community relations." BBBS feels that by providing this resource for SE Ohio, we are addressing needs expressed by educators, the community and youth. Through newsletters, websites, news articles and an open house, the public will be made aware of this resource for SE Ohio.

Budget Narrative:

Salaries:

Rick Perkins, Camp Director: planning and oversight of the Center project

Daniel Tripito, Camp Maintenance Coordinator: to install the graphic panel displays, light tracks and fixtures for the Center, and to assist in the final planning process for the Center

Emily Kridel, Education Coordinator: finalize plans for the Nature Center and its usage in the environmental education program, and to set up the camp website/data center with groups participating in the education programs

Equipment:

Water Exhibit: includes tank and all pumps etc. with associated interpretive panels

Science Station: Shelving, microscopes, books, tables and seating area for classes, and interpretive panels.

Pollinator Garden: includes beehive indoor/outdoor and bird feeding station.

Contractual:

The Designing Eye (Jon Jager) - Design: Graphics, Shop Drawings, etc. (165 hours x \$20/hour). Mr. Jager will design visually exciting and informative display panels and exhibits for the Nature's Classroom. Mr. Jager is a museum exhibit consultant and has served as curator of exhibits for several natural history museums. He owns and operates The Designing Eye, a full-service firm for exhibit development and planning.

Pollinator Garden: fee to have the Pollinator Garden planted by a gardening professional, and install the hives.

Water Exhibit: professional installation of tank and all pumps etc.

Project Objectives and Associated Activities & Outcome Measurements

Objective Title: Teaching Environmental Education to K-8 students through the Natures Classroom

Objective Description:

The Nature's Classroom will feature: a Water Exhibit, a Pollinator Garden, a Science Station, and classroom.

* An interactive Water Station with ambassador animals like fish and turtles from the local stream will teach about stream quality and the importance of the Clean Water Act. The station will include a pond-like environment which will host specific information related to what the youth may encounter while hiking near the streams or ponds in and around Camp Oty'Okwa. The youth utilizing the station will be able to see above and below the water to actually see animals they will find while out in the environment. For those kids that cannot make the trek to Pine Creek or Queer Creek, they will be able to experience it in the classroom. Live animals will include a variety of animals including fish, crustaceans, turtles, amphibians, and a whole host of living macro-animals then can be explored under a microscopes. This adventure alone, will be a first for many of the youth who come to camp.

The Water Station will be particularly valuable for our Stream Ecology class, where students explore the water cycle, food webs, watersheds, plant and creature adaptations, water quality monitoring, and human impact on water resources.

* A Pollinator Garden will be planted and designed, with specific nectar and pollen producing plants, in a way that attracts pollinating insects known as pollinators. The classroom will host an indoor beehive where youth attending camp will be able to experience bees actually returning to the hive after pollinating native summer flowers. In the process, by planting more prairie type plants, it will reduce the amount of grass mowing that takes place at camp, and opens up the conversation about climate. Honey extracted from the hive can be used at camp.

The Pollinator Garden will be especially useful for our Insects and Beyond environmental education class, which teaches students what an arthropod is and what roles insects play in our ecosystem.

* The Science Station will provide a designated and controlled space for budding naturalists to study and record what they find in the field. Young naturalists (students/campers) will be able to use quality tools to conduct investigations under the guidance of a teacher naturalist. The station will also provide a classroom work space and serve as source of imaginative and educational inspiration for students.

We will use the Science Station in many of our environmental education classes, including Geology, Forest Ecology and Wildlife Study.

* The classroom will be a designated area where participants can be within view of all the above stations. It will be an organized but adaptable, dedicated area where a trained environmental educator can present to students, and students to students.

Activity Title: Incorporating Natures Classroom into camp programming

Start Date: 06/02/2020

End Date: 06/01/2021

% of Budget: 95.0%

Activity Description:

Approximately 4,500 K-8 students each year will expand their environmental knowledge through the Nature's Classroom:

* Tools at the Science Station will include dissecting microscopes, a digital microscopes, computers (on which to project microscope images, watch educational videos, and do further research), magnifying glasses, scales, cameras, and binoculars, as well as more basic instruments such as tweezers, pipets, petri dishes, colored pencils, and clipboards. The Science station will provide a place where these tools can be properly stored and used to ensure the good condition of the tools for future students. There will be shelves with preserved plant, fungus, animal, and geologic specimens for students to discover, as well as posted pictures, quotations, and questions to inspire kids to see themselves in the role of a scientist, naturalist, and lifelong learner.

* Camp education staff will develop material summarizing and reviewing information from the panels in the Nature's Classroom. The information, used to reinforce and extend the learning, will be on the camp's website and in printed material.

* Content in environmental education classes will be revised to incorporate use of the Nature's Classroom exhibits by camp staff. The revisions will include use of the exhibits to lay a foundation for inquiry-based learning, to introduce concepts prior to inquiry, and to review knowledge gained during hands-on activities.

* Evaluations will be revised to show the effectiveness of the Nature's Classroom when used as a tool for youth, adult and community education.

All of our environmental education programs at Camp Oty'Okwa have a direct connection with the Ohio Department of Education's curriculum standards. This is one of the primary reasons schools select Camp Oty'Okwa for environmental education programming.

In addition, planning for future adult workshops, training and classes will include use of the Nature's Classroom for instruction, information and review.

Outcome Title: Measuring the Impact

Initial Outcome:

- * Review and summarize data collected from Pre and Post-tests given to students attending environmental education (EE) classes. Tests will include goals of the Nature's Classroom.
- * Review and summarize evaluation from teachers attending EE programming. Current evaluations will be revised to include impact of the Classroom.
- * Review state science test scores of schools attending EE classes. Determine needs and adjust EE program accordingly.
- * Review and revise content and evaluations for adult education classes and workshops to include experiences in the new Classroom.
- * Survey educators and community participants to determine the need for additional adult workshops and training.
- * Track the use of the Nature's Classroom by school, summer, weekend, adult and community groups; including number of participants, types of workshops and activities, and plans for replication of information by participants.

Long-Term Effects:

Ongoing evaluation of our programming and the use of camp's resources will enable us to monitor our efforts to provide a site for science learning in SE Ohio.

- * Following completion of the Nature's Classroom, review statistics collected by the Program Director. One indicator of success will be an increase in usage of the camp facilities for science learning and programming.
- * Track adult workshops provided by the camp. Another indicator of success will be an increase in the number and diversity of the adult workshops being provided and their success according to corresponding evaluations.
- * Continual review of evaluations to determine needed revisions of EE materials, teaching strategies and staff training so instruction improves and addresses reflected needs.
- * Review Summer Camp evaluations for indicators reflecting increased educational components based on use of the Nature's Classroom and backpack program.

Objective Title: Providing a Regional Resource Center for Science Education in Southeast Ohio

Objective Description:

In response to the needs expressed by educators, agencies, organizations and the local community, Camp Oty'Okwa developed a long range plan that included providing a resource center for science education in SE Ohio. The strategic planning discussion for this idea included representatives from the local land trust, state parks and nature preserves, Rural Action, Soil and Water Conservation District, school educators, environmental educators, tourism and staff from BBBS.

The first step in this process was the protection of the camp's pristine acreage for future generations. Under the guidance of Appalachia Ohio Alliance, and partnerships with Crane Hollow, Inc., Clean Ohio Funds, Ohio Department of Natural Resources, and the Fish & Wildlife Service, a conservation easement was put on 700 acres of camp property.

After building a new dining hall and creating the OEEF-funded Discovery Center, partnerships have been developed which expand camp as an area resource:

* Local school districts: Camp staff met with school curriculum personnel and teachers to determine educational programming needed by their districts. As a result, adult workshops, classes and trainings have been developed; schools attending camp's overnight EE program experience hands-on learning of science concepts; a summer science camp was implemented; free weekend programs were developed for families.

* Rural Action: Workshops are provided for their education staff, and they provide community workshops at camp.

* Crane Hollow: Provides staff and resources for adult workshops, scholarships for local educators, and funding for camp programming.

* Hocking Tourism Association: Camp staff is part of the task force reviewing the environmental impact, developing educational materials and programming on the invasion of the hemlock woolly adelgid.

* Soil and Water Conservation District: Camp educational staff provides sessions for school programs and the district provides sessions for adult workshops at camp.

* Boch Hollow State Nature Preserve: Their education fund provides monies and resources for adult training. Boxes of educational materials can be checked out from Boch by workshop trainees.

* Hocking State Parks: Camp staff are part of the team developing plans for an Edible Forest at Old Man's Cave State Park; the naturalist provides programs for camp and camp staff provide manpower for park programming; Camp Oty'Okwa are used for park programming.

* Leave No Child Inside of SE Ohio: Camp Oty'Okwa educators are part of this initiative.

Activity Title: Linking Camp OtyOkwa resources to camp partners

Start Date: 06/02/2020

End Date: 06/01/2021

% of Budget: 5.0%

Activity Description:

As the new Nature's Classroom is developed, outreach and training will be provided, linking camp resources to its partners. The Nature's Classroom panels and ecological models will serve as a springboard to introduce topics prior to hands-on outdoor experiences. This addresses OEEF's priorities and the project's audience need, increases participant knowledge, and promotes Citizen Science and better environmental stewardship.

- * Newsletter articles, articles in local papers, and the camp website will be used to promote the Nature's Classroom.
- * An Open House featuring the Nature's Classroom will be held for partners, the community, educators, and BBBS supporters.
- * Weekend workshops for teachers in 2020/21 will also incorporate resources from the Nature's Classroom as part of the training.
- * Presenters from around the state will be used for Educator's Week and weekend workshops. They will share resources, activities, curriculum, and environmental models that can be used by the participants in their programming.
- * Hocking Soil and Water Conservation Department, the Health Department, Rural Action and camp staff provide educational, hands-on workshops for the community which help participants learn by doing.
- * Staff will continue to serve on Hocking Tourism's Education Committee for the Woolly Adelgid, as they develop educational activities on this invasive species and use the signage, bulletin boards, displays and educational materials being developed. Community programming will be done using camp as a demonstration area. Participants will take field trips into hemlock areas, exploring the ecosystem and species dependent on this system; learning the impact of this invasive species to the area including its impact to microclimates and watersheds. These workshops will promote the idea of being a "Hemlock Hero," showing ways to get involved in protecting some of the area's hemlocks.
- * Using the Nature's Classroom, we will develop science evenings for adults by inviting guest speakers to SE Ohio.
- * A data collection area has been designed in the Nature's Classroom. Following learning activities, groups will be able to record information. Since data will be uploaded, "Web Oty'Okwa" will provide a resource for groups and participants prior to coming to camp, during camp and after they return to their homes, classrooms and/or their program areas. The website will also include news articles, links to sites that can be used to increase knowledge of concepts, additional activities for youth and adults, and announcements for camp classes and workshops.

Outcome Title: Using a Regional Resource Center

Initial Outcome:

* Adult workshops and classes will use the resources provided by the Nature's Classroom.

* Adult workshop evaluation will indicate information and models that participants will use in their profession and numbers of persons to be impacted by their presentations/workshops.

* Camp will be represented and actively participate with all community partners.

Long-Term Effects:

* Using data collected from rental groups, we will compile a yearly summary including: organizations using the camp, numbers of participants, and use of the Classroom by their group.

* The Classroom will be publicized to create awareness and use of the camp's newest resource.

* Using data collected from workshop evaluations, we will compile a yearly summary of professionals and groups represented at workshops; numbers that will be impacted by information from workshops; and requests for future workshops.

* Increased usage of camp resources by partners shown through increased programming at camp.

* Partners will contribute to and use "Web Oty'Okwa."

Budget Summary

Category	OEEF Grant % Total	OEEF Grant Amount	Applicant Match	Total
A.1. Salary or Wages	0.0	\$0.00	\$4,356.00	\$4,356.00
A.2. Benefits	0.0	\$0.00	\$889.96	\$889.96
A.3. Substitute Teachers	0.0	\$0.00	\$0.00	\$0.00
B.1. Supplies	0.0	\$0.00	\$0.00	\$0.00
B.2. Equipment	77.0	\$20,800.00	\$0.00	\$20,800.00
B.3. Printing	0.0	\$0.00	\$0.00	\$0.00
B.4. Other Costs	0.0	\$0.00	\$0.00	\$0.00
C.1. Contractual	23.0	\$6,200.00	\$0.00	\$6,200.00
D.1. Administrative	0.0	\$0.00	\$0.00	\$0.00
Total Budget		\$27,000.00	\$5,245.96	\$32,245.96

A.1. Salary or Wages

Employee Name	Title	Grant # of Hours	Grant Hourly Rate	Matching # of Hours	Matching Hourly Rate	Grant Annual Salary	Grant % of Salary	Matching Annual Salary	Matching % of Salary	OEEF Grant Amount	Applicant Matching Amount
Daniel Tripito	Camp Maintenance Director	0	\$0.00	120	\$16.83	\$0.00	0.0	\$0.00	0.0	\$0.00	\$2,019.60
Emily Kridel	Camp Education Director	0	\$0.00	60	\$14.42	\$0.00	0.0	\$0.00	0.0	\$0.00	\$865.20
Rick Perkins	Camp Director	0	\$0.00	60	\$24.52	\$0.00	0.0	\$0.00	0.0	\$0.00	\$1,471.20
Subtotal:										\$0.00	\$4,356.00

A.2. Benefits

Benefits Description	Rate or % of Salary	OEEF Grant Amount	Applicant Matching Amount
FICA/Medicare	7.65	\$0.00	\$333.23
Life, Accidental Death and Long-term Disability	1.43	\$0.00	\$62.20
Worker's Comp	2.09	\$0.00	\$90.83
Health insurance	9.27	\$0.00	\$403.70
Subtotal:		\$0.00	\$889.96

B.2. Equipment

Equipment Description	Quantity	Unit Price	OEEF Grant Amount	Applicant Matching Amount
Water Exhibit	1	\$10,500.00	\$10,500.00	\$0.00
Science Station	1	\$9,000.00	\$9,000.00	\$0.00
Bird feeding station	1	\$550.00	\$550.00	\$0.00
Beehive indoor/outdoor	1	\$750.00	\$750.00	\$0.00
Subtotal:			\$20,800.00	\$0.00

C.1. Contractual

Contractual Description	Contractor Name	OEEF Grant Amount	Applicant Matching Amount
Pollinator gardener	TBD	\$1,900.00	\$0.00
Water exhibit installation	TBD	\$1,000.00	\$0.00
Design: Graphics, Shop Drawings, etc.	Jon Jager	\$3,300.00	\$0.00
Subtotal:		\$6,200.00	\$0.00

Applicant Contact

Contact Type: Other

Job Title: E.V.P. of Grants

Name: Michael Haverkamp

Primary Phone: (614) 839-2447

Primary Fax:

Primary Email: mhaverkamp@bbbscentralohio.org

Primary Address: 1855 East Dublin-Granville Rd., Columbus, OH 43229

Alternate Phone:

Alternate Fax:

Alternate Email:

Alternate Address:

Alternate Start Date:

Alternate End Date:

Contact Type: Project Director

Job Title: Camp Director

Name: Rick Perkins

Primary Phone: (740) 703-2717

Primary Fax:

Primary Email: rperkins@bbbscentralohio.org

Primary Address: 24799 Purcell Rd, South Bloomingville, OH 43152

Alternate Phone:

Alternate Fax:

Alternate Email:

Alternate Address:

Alternate Start Date:

Alternate End Date:

Contact Type: Authorizing Agent

Job Title: President and CEO

Name: Elizabeth Martinez

Primary Phone: (614) 839-2447

Primary Fax:

Primary Email: emartinez@bbbscentralohio.org

Primary Address: 1855 East Dublin-Granville Rd., Columbus, OH 43229

Alternate Phone:

Alternate Fax:

Alternate Email:

Alternate Address:

Alternate Start Date:

Alternate End Date:

Contact Type: Fiscal Agent

Job Title: CFO

Name: Kyle Atwood

Primary Phone: (614) 839-2447

Primary Fax:

Primary Email: katwood@bbbscentralohio.org

Primary Address: 1855 E. Dublin-Granville Rd., Columbus, OH 43229

Alternate Phone:

Alternate Fax:

Alternate Email:

Alternate Address:

Alternate Start Date:

Alternate End Date:



9030 Hocking Hills Drive
The Plains, OH 45780
(740) 767-2225
www.ruralaction.org

July 12, 2019

To the Ohio Environmental Education Fund,

Rural Action recommends full funding for Big Brothers Big Sisters of Central Ohio's proposal to improve its nature center at Camp Oty'Okwa. The renovations will include installments that teach about Eastern Hemlock forest ecology and the looming threat of the invasive Hemlock Woolly Adelgid. Additional exhibits will include themes such as stream health, birds, pollinators, and a science corner where kids can examine their discoveries with microscopes.

Camp Oty'Okwa is a regional leader in environmental education and a major partner of Rural Action's Environmental Education Program. We host many events at and with Camp Oty'Okwa, such as our Youth Climate Action Team, Birds in the Hills Festival, and we bring our summer campers there each year to explore the forests, rocks, and streams, and to use the nature center. The exhibits that Camp Oty'Okwa already has at the nature center, thanks to OEEF funding a few years ago, are among the best I have ever seen. Their informative panels are incredible learning tools for the thousands of children and adults who spend time at Camp. The nature center also inspires the many educators trained at Camp every year to implement similar infrastructure at their schools or nature centers. Funding this project will have a tremendous impact, therefore, because it will be utilized so well by so many.

We fully support this project, which will raise awareness about critical environmental issues. The exhibits will be an important tool in building a foundation of environmental knowledge among Camp visitors that Camp and its partners like Rural Action will use to engender an ethic of environmental stewardship among all those who visit the nature center.

Thank you for your time and consideration,

A handwritten signature in dark ink, appearing to read "Joe Brehm".

Joe Brehm
Environmental Education Director
Rural Action
joe@ruralaction.org

A handwritten signature in dark ink, appearing to read "Debbie Phillips".

Debbie Phillips
CEO
Rural Action
debbie@ruralaction.org

Environmental Education Council of Ohio
EPA Office of Environmental Education
P.O Box 1004, Lancaster, Ohio, 43130

Dear Grant Administrator,

12 July, 2019

I am delighted to present this letter of support regarding the BB/BS, Camp Oty'Okwa submitted grant for advancement of the much needed environmental education programs for the many children that are seeking a connection with the natural world and Mother Earth. This project will renovate the present 'Nature Center' at camp to educate the youth that are served through-out the year. The 'Nature Center' will complement the present 'Discovery Center' that currently is in the dining lodge.

The educational themes will concentrate on forest ecology for teaching about the Hemlock Wholly Adelgid crisis, and the significance of the Hemlock tree within the geology of Southeastern Ohio; Included is a water exhibit with ambassador animals such as fish and turtles from the local region to teach stream ecology; A bird feeding station and prairie garden will compliment a closely associated pollinator garden connecting an indoor/outdoor beehive exhibit to teach the significant role of pollinators. A "science corner" with microscopes will utilize the Nature Center and learn about the micro-animals and comprehend the critters that live among us.

Considering the present environmental "Climate Crisis" that we are confronted with – this proposed environmental educational program and associated teaching tools is vital to confronting our worldly issues. We are all in this worldly challenge together – so I fervently encourage EPA to support this grant proposal and seek your approval.

Concerned & grateful,

Clyde Gosnell, naturalist & environmental activist.



HOCKING COUNTY HEALTH DEPARTMENT

350 State Route 664 North - Logan, Ohio 43138
Phone 740-385-3030 Fax 740-385-2252

July 15, 2019

Rick Perkins
24799 Purcell Rd
S. Bloomingville, OH 53152

Dear Mr. Perkins

On behalf of the Hocking County Health Department, please accept this letter of support for Camp Oty'Okwa to renovate the Nature Center. We are so fortunate to have such a unique and high-quality camp willing to focus on environmental education and always appreciate their dedication and leadership.

As the Environmental Director, I fully understand the impact an unhealthy environment can have and the need for environmental education. A healthy environment is essential for a healthy community. It is not only our source for safe drinking water, clean air, and food but also benefits mental health through its beauty, relaxation, and outdoor activities. Our relationship and dependence on the environment is seldom taught and often misunderstood so we are always glad when new opportunities for teaching ecology and good stewardship, especially to children, becomes available.

In conclusion, we fully support Big Brothers, Big Sister's efforts to renovate the nature center for educational purposes and as always, look forward to working with them.

Please don't hesitate to contact me if you have any questions concerning this matter.

Sincerely,

Wendy Hanna, RS
Environmental Director

To: Ohio Environmental Education Fund
Letter of support for Camp Oty'Okwa
July 14, 2019

I am writing to support Camp Oty'Okwa's application to renovate the Nature Center at Camp Oty'Okwa. This will be used to complement the Discovery Center that was developed in the Dining Hall.

Camp Oty'Okwa impacts thousands of adults and students each year through their environmental education and summer camp programs. Funding of this grant proposal will enhance resources and expand the educational opportunities for area school children, rural citizens, and young people participating in camp experiences. The project will help promote the environmental and science literacy of camp participants with an impact that will extend beyond the timeline of the grant funding.

An experience at Camp Oty'Okwa is unique. By providing overnight opportunities, participants are immersed in a learning experience that broadens throughout their stay. By providing well trained environmental education and summer camp staff, participants experience hands-on learning in a safe environment. The immersion of the child into the camp ecosystems provides lifelong long memories and an appreciation of the natural environment. When children leave the camp experience, they go home as ambassadors in their schools, homes and community.

Some of the key educational components which will provide information for better understanding include:

- The importance of biodiversity. This was highlighted when a non-native insect called the Hemlock Woolly Adelgid (HWA) invaded the local hemlock forests. The invasive species has already destroyed large swaths of hemlocks throughout Eastern USA, almost eliminating the trees from some states. Part of the nature center will educate about the hemlock ecosystem, the HWA and its impact on the biodiversity of the hemlock ecosystems and their importance to the Hocking Hills.
- The importance of local streams through an aquatic exhibit with ambassador species, emphasizing the importance of stream quality.
- Pollinators and habitats that attract them. This will reinforce the national emphasis on pollinators and their habitats.

All of these topics are being addressed on a national level and directly impact the participants who come to Camp Oty'Okwa.

I feel that this area will greatly benefit the education at Camp Oty'Okwa and provide a resource that will help campers increase their knowledge and improve science literacy. Thank you for considering this grant and its value to school groups and the summer campers.

Sincerely,
Catherine H. Knoop
Retired Science Teacher
Adjunct Prof. Ashland University
National Teacher of the Year – Soil and Water Conservation Districts
Disney Teacher of the Year, Environmental Science Education

Metro Parks



1069 West Main St
Westerville OH 43081

Tel: 614.891.0700

Fax: 614.895.6208

www.metro parks.net

Park Commissioners

JB Hadden

Greg S Lashulka

Jim McGregor

Executive Director

Tim Moloney

Your Metro Parks:

Battelle Darby Creek

Blacklick Woods and
Golf Courses

Blendon Woods

Chestnut Ridge

Clear Creek

Glacier Ridge

Heritage Park
and Trail

Highbanks

Homestead

Inniswood Metro
Gardens

Pickerington Ponds

Prairie Oaks

Rocky Fork

Scioto Audubon

Scioto Grove

Sharon Woods

Slate Run Farm
and Park

Three Creeks

Walnut Woods

July 15, 2019

Ohio EPA – Environmental Education Grant Committee

To Whom It May Concern:

On behalf of the Columbus and Franklin County Metro Parks I am writing in support of Camp Oty'okwa's Environmental Education grant submission. Metro Parks and Camp Oty'okwa have partnered on various educational and conservation projects. Camp Oty'okwa offers a unique environmental learning experience that combines the opportunity for classroom learning that is then directly translated to hands-on experience in the field across their 800-acre camp located in Hocking County. Serving over 8,000 students and adults annually, their programs provide children of all ages the opportunity to connect with nature and experience the outdoors in ways that are not only fun but allow the participants to form lifetime skills, knowledge and relationships to apply to all aspects of their lives.

The funding of this grant opportunity would provide Camp Oty'okwa and their staff the ability to personalize and create more intimate learning experiences with their planned displays, activity areas, interaction with live ambassador animals and animal observation through pollinator plantings and a bird feeding station. The addition of these displays and interaction areas will only serve to enhance the outstanding job and educational service provided to adults and youth throughout the region. The future of conservation and preservation will eventually be in the hands of young people, many who form the foundation for their environmental values through these types of experiences. It is without hesitation that I urge you to support the Environmental Education Grant submitted by Camp Oty'okwa in the current 2019 funding cycle.

Sincerely,

John Watts

Resource Manager
Metro Parks



January 10, 2020

To Whom It May Concern:

I would like to offer my support for Camp Oty'Okwa's application for an Ohio Environmental Education Fund grant to build a nature center. I first visited Camp Oty'Okwa more than eight years ago as a high school science teacher participating in a professional development opportunity to improve the ways that my colleagues and I taught high school biology. I was impressed by the research-based practices that were employed, the unique setting of the camp that highlighted both ecology and geology, and, most importantly, the enthusiasm of the staff. A few years after that workshop, I returned to The Ohio State University (OSU) to lead the Education and Outreach Group of the Byrd Polar and Climate Research Center (Byrd Center). I came in contact with the camp again, this time through their collaboration with Rural Action and the Youth Climate Action Team (YCAT). The Byrd Center has hosted YCAT students and teachers at our facility on a number of occasions. These visits began conversations with staff that resulted in Camp Oty'Okwa partnering on a proposal that the Byrd Center and Rutgers submitted to the National Science Foundation, titled *PolarCAP*, to fund a polar education initiative.

PolarCAP was subsequently funded. This project will create a series of kits and support materials to teach about polar regions while also building knowledge about local ecology and supporting youth leadership development. The target audience is middle-school aged youth in informal learning environments. As part of the project, approximately 1,500 youth in central and southeastern Ohio will have a chance to experience outdoor education at Camp Oty'Okwa. The large number of youths who will be able to participate in the program was only possible through the camp's willingness to envision various formats for participation and wise financial stewardship that keeps participant costs low. Likewise, Camp Oty'Okwa reaches a diverse audience of schools and youth located in rural, urban, and suburban communities that are essential to the success of the project. Additional *PolarCAP* project partners include the University of Colorado, The Franklin Institute in Philadelphia, and 4-H in both Ohio and New Jersey. Beyond delivering the kits and support materials, the project will produce research findings to inform how subsequent environmental education initiatives can be designed and implemented nationally.

Our university team has been particularly excited to work with Camp Oty'Okwa because of their genuine desire to increase access to environmental education for youth who currently experience significant barriers. I know that a dedicated nature center would enhance the ability of the camp to deliver their programs, including components of our NSF-funded *PolarCAP* project.

Thank you for this opportunity to share my support for Camp Oty'Okwa's nature center grant application. If there is any additional information that I can provide, please do not hesitate to contact me at the phone number or e-mail address listed below.

Regards,

Jason Cervenec

Education & Outreach Director

614-688-0080 • cervenec.1@osu.edu

January 12, 2020

To Whom It May Concern,

I am writing to support Camp Oty'Okwa's application to improve their nature room. Athens City School students have attended Camp Oty'Okwa for many years. The environmental and group building education that Camp Oty'Okwa provides is invaluable. When I think of the most urgent problems in the world today- global warming, societal strife- these are exactly the types of issues that Camp Oty Okwa is counteracting. To quote Suzy Kasem, "To really change the world, we have to help people change the way they see things." An improved nature room will help the thousands of students served by Camp Oty'Okwa to better see the natural world which seems like the first step to them wanting to protect it.

Sincerely,

Sherri Biegeleisen

--

Sherri Biegeleisen
6th Grade Science/ Social Studies
East-West Elementary
(740)593-7107



CAMP OTY'OKWA

www.campotyokwa.org
24799 Purcell Rd., S. Bloomingville, OH 43152
Camp Office (740) 385-5279 Fax (740) 385-3962

March 2, 2020

Dear Carolyn Watkins and Ohio EPA:

As longtime supporters of the Office of Environmental Education, we are writing to express support for your SFY 2019 Annual Agenda for the Ohio Environmental Education Fund (OEEF). Over our 40+ years as environmental educators, we have witnessed the importance of your agenda and the impact it has to teachers, schools, and environmental education programs throughout Ohio.

The OEEF SFY 2020 Agenda provides support for the continuation of its focus on career initiatives. We witnessed the impact of this program during presentations at the Appalachian Green Teachers Conference in SE Ohio. The STEM teachers, as well as those in higher education, business, and adult education thoroughly enjoy presentations and welcome resources for use in their respective school systems. This kind of career initiative is extremely important for the rural schools in SE Ohio, where students need to be exposed possible career roles not only in Ohio but across the nation.

Due to the importance of preserving and caring for our natural environment, Environmental Education will be the key to the success of Ohio and the students we are preparing to become global citizens. Your work plan indicates a much-needed continued approach on air quality, reduction of storm water runoff, reducing nutrient loadings to Ohio streams and habitat restoration. The Project WET and Healthy Water Healthy People is a fabulous resource for Ohio students and teachers to learn more about water quality and monitoring opportunities. These materials and training support the efforts being done by Camp Oty'Okwa and Rural Action in their Environmental Education programs and teacher training.

Providing OEEF Grant Opportunities and offering the Environmental Science and Engineering Career opportunities provide a means for agencies and schools in the rural part of SE Ohio to be part of important training and resource opportunities. Thank you for your dedication to environmental education and the protection of Ohio's resources. We appreciate your continued commitment to environmental education in the state of Ohio.

In appreciation,
Catherine Knoop, Business Development Coordinator,
BBBS Camp Oty'Okwa

Emily Kridel, Education Director
BBBSCamp Oty'Okwa

Rick Perkins, Camp Director
BBBS Camp Oty'Okwa



Big Brothers Big Sisters of Central Ohio

1855 E. Dublin-Granville Rd., Columbus, OH 43229

Phone (614) 839-2447

Fax (614) 839-4770



www.bbbscentralohio.org



Big Brothers Big Sisters of Central Ohio

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Fax (614) 839-4770



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OEEF Grant Staff Checklist

Application #: S-20G037	Organization Name: Camp OtyOkwa, Big Brothers Big Sisters of Central Ohio, Inc.
Application Type: GeneralGrant	Project Title: Natures Classroom at Camp OtyOkwa

A. Overall

- | | | |
|----|-----|---|
| 1. | Yes | Project eligible? |
| 2. | Yes | Project meets which of OEEF's Educational Priorities: Other Environmental Education Projects, Education Encouraging Habitat Restoration |
| 3. | Yes | Organization eligible? |
| 4. | N/A | Initials of staff member who provided pre-review, if any |

Overall Comments:

An indoor beehive is mentioned and safety measures need to be mentioned (e.g. availability of epinephrine and providing a screening for kids with bee allergies). This proposal also should be more specific with its learning objectives and activities, more specific with its budget (especially with the more expensive items), and clearer collaboration.

B. Application Cover Sheet

- | | | |
|-----|--------------|---|
| 5. | Yes | Collaborators identified on cover sheet appear to be correct based on their role as described in the proposal
Comments: Not entered |
| 6. | Yes | Time lines and start date are realistic and consistent with OEEF Guidelines
Comments: Not entered |
| 7. | Yes | Grant duration 30 months or less |
| 8. | Yes | Audience identified by applicant is correct for the project. If not, re-assign to audience: Not selected |
| 9. | 0 points | Under-served Audience: Award 10 extra points if the proposed project targets a regulated community primary audience. |
| 10. | Yes | List of counties identified by applicant appears correct based on activities in project description
Comments: Statewide impact is a bit of a stretch |
| 11. | 0 points | Under-served Counties: Award 5 points if the applicant organization is located in (OR all the proposed activities will take place in) a county/counties that OEEF has defined as under-served (i.e., where fewer than two grants have been awarded). Award 3 points if some of the proposed activities will take place in counties that OEEF has defined as under-served. |
| 12. | Yes | Is this a revision of a previous application? (check last 2 cycles) If yes, OEEF ID#: F-20G015 |
| 13. | Yes | Has applicant previously received OEEF grant(s)? If yes, OEEF ID#: S13G-047 |
| 14. | No | Was previous grant awarded in the past twelve months? |
| 15. | No | Is any previous grant still open? |
| | Not selected | If yes, is previous grant likely to close before the Council meeting for this current grant cycle? |

C. Audience Categories and Project Issues

- | | | |
|-----|--|---|
| 16. | | Comment if applicant appears to have made assignments in error
Comments: Not entered |
|-----|--|---|

D. Contact Information

- | | | |
|-----|-----|---|
| 17. | Yes | One person is not serving in all 3 roles (director, fiscal, authorizing)
Comments: Not entered |
|-----|-----|---|

E. Project Description - Overall

18. Yes Project does not include political advocacy
19. No Project includes adequate safeguards for any potentially dangerous activities
20. Not selected If this is a K-12 formal education project, it includes specific examples or a satisfactory explanation of the process that will be used to align student learning activities with New Learning Standards
- Comments: 19: Proposal mentions bee interaction, but doesn't mention safeguards for the activity

F. Budget Narrative

21. No Itemized detail is provided
22. No Figures are accurate

G. Budget Spreadsheet

Personnel

23. No Salary
24. Not selected Benefits: Explanation of how calculated and % used for fringe.
25. No Stipends or Substitute: OEEF is not asked to pay for both for the same teacher for the same day

Comments on Personnel section of budget:

Not asking for OEEF funds in this section

Non-Personnel

26. Not selected Supplies: Identified, grouped, unit priced, and totaled
27. No Equipment: Itemized, grouped, unit priced and totaled
28. Not selected Printing: Itemized, # of copies, unit price, and totaled
29. Not selected Other: Categorized, method of calculation, and totaled

Comments on Non-Personnel section of budget:

Detail is lacking in Equipment

Contractual

30. Yes Name of party, organization, # of hours, hourly wage, total
31. Yes The combination of Personnel and Contractual costs does not exceed 35% of the budget. (If it does, add comment and note percentage)

Comments on Contractual section of budget:

Contractual has explanation in the budget narrative section

32. Yes There are no ineligible expenses
33. Yes There is no unacceptable pass-through of grant funds to a third party
34. No Overall, expenses are reasonable (if questionable, add comment)
- Comments: Lack of detail makes the larger cost items seem questionable
35. 0 points Award five extra points if the applicant (with their collaborators) has provided a strong, well-documented cash or in-kind match that greatly exceeds 10% of the funds requested from OEEF. (Do not assign extra points for less than a 50% match)
- Comments: Not entered

H. Letters of Collaboration and Support

- | | | |
|-----|--------------|--|
| 36. | No | Collaboration does not appear to be needed for this project to succeed
Comments: Not entered |
| 37. | Yes | If the project is collaborative, documentation letters have been received from all, partial or none of the collaborators |
| 38. | 0 points | Award five extra points for projects with very strong, well-documented collaboration
Comments: Not entered |
| 39. | 0 points | Award five extra points if the applicant has provided documentation of support for the project from members or appropriate representatives of the target audience. (Letters or applications from teachers of the targeted grade level will meet this criteria for the pre-school to university audience. Letters or applications from an established trade or professional association will meet this criteria for the regulated community audience.)
Comments: Not entered |
| 40. | Not selected | Attachments, if any, are relevant to the applicant's ability to successfully complete the proposed project |
| 41. | Not selected | Other
Comments: Not entered |

Checklist completed: Yes

Total Points Awarded: 0 out of 30

OEEF Grant Reviewer Score Sheet with Comments

Application #: S-20G037	Organization Name: Camp OtyOkwa, Big Brothers Big Sisters of Central Ohio, Inc.
Grant Type: GeneralGrant	Project Title: Natures Classroom at Camp OtyOkwa
Primary Target Audience: Pre-school to University	Application Status: Scoring Complete

Reviewer 1

A. Audience Need (up to 20 points)	Points Awarded	Maximum Score
1. The target audience is well described.	5	5
2. The need is a documented need of the target audience, not the applicant/provider organization.	5	5
3. The need for the project was determined in a valid way.	5	5
4. Meeting this need will yield substantial benefits to the target audience.	5	5
	20	20

Reviewer Comments on Need Statement:

Project will significantly impact a large number of students, more than 4,500 annually from schools with low performance on Ohio Science Achievement Assessments, plus other students and adults attending programs at the Camp. Camp staff met with school curriculum personnel and teachers to determine educational programming needed by their districts. (I found this in one of the objective descriptions, would have liked to see more detail about that in the need statement). It sounds like the Camp is adopting the excellent Nature's Classroom curriculum that has been used with great success for many years in other states and at FFA Camp Muskingum, Tempel Hills and Pilgrim Hills camps in Ohio.

B. Organizational Qualifications (up to 10 points)	Points Awarded	Maximum Score
1. The applicant organization and/or its collaborators are experienced and well-qualified to work with this audience.	5	5
2. The applicant organization and/or its collaborators have appropriate expertise to conduct this project and ensure that the project information is scientifically valid and unbiased.	5	5
	10	10

Reviewer Comments on Organizational Qualifications:

Camp Oty'Okwa has a long-established relationship with schools in Columbus and Hocking county, and a strong track record of providing high quality programming for children, youth and adults. Three project principals are well qualified with relevant experience working with urban youth in outdoor settings.

C. Project Objectives (up to 35 points)	Points Awarded	Maximum Score
1. The objectives define specifically who will benefit and what will be learned.	5	5
2. The objectives address the need of the target audience as presented in the Statement of Need.	5	5
3. The objectives are consistent with the mission of the applicant organization.	5	5
4. The objectives meet one of OEEF's educational priorities.	5	5
5. The objectives are measurable.	5	5
6. The objectives are realistic for the age group or audience being targeted.	5	5
7. The project does not appear to duplicate other available environmental education resources and programs.	5	5
	35	35

Reviewer Comments on Objectives:

Objectives should be written as specific learning objectives for the students, not as something from a to-do list for the applicant to create the different learning stations. The topics of geology, stream ecology, forest ecology, wildlife study, arthropods, and climate change are well chosen to mesh with the curriculum of the upper elementary and middle school grades, and will reinforce and broaden the content of the outstanding exhibits installed with OEEF funding several years ago, particularly the addition of a more elaborate science station. Link each topic to a grade level that fits best, based on poor performance meeting the science standards. For example, "300 fifth graders and 400 seventh graders from Columbus Public will be able to explain how local eastern Hemlock habitat is affected by the invasive Hemlock Woody Adelgid." How will students conduct collection, observation, and journaling activities with these learning stations?

D. Project Activities (up to 35 points)	Points Awarded	Maximum Score
--	-----------------------	----------------------

1. The project activities are specific, and the sequence of activities is appropriate.	3	5
2. The project activities are appropriate for meeting the stated project objectives.	5	5
3. Reasonable steps are taken to ensure that the project information is scientifically valid and unbiased.	5	5
4. The project activities are (or will be) aligned with the Ohio Department of Education's Academic Content Standards for K-12 education. (for pre-school or university audience projects, award 5 points)	3	5
5. The activities are age-appropriate.	5	5
6. The project does more than disseminate information: learners will engage in hands-on activities, problem solving, and/or skill-building.	5	5
7. The project makes good use of existing environmental education materials, or provides good justification for the decision to develop new materials.	5	5
	31	35

Reviewer Comments on Activities:

It would have been helpful to provide some specific learning activities and how these align or will be aligned with Ohio science and social studies standards. Nature's Classroom activities used in other camps in Ohio have been aligned with Ohio's New Learning Standards as they have evolved. Hemlock Woody Adelgid is well chosen and timely topic for this geographic area. The Water Station in particular should be a tremendous asset. Encourage the applicant to benchmark with the Battelle Darby Columbus Metropark to understand some of the issues that arise in maintaining a living stream ecosystem indoors. Both this exhibit and a smaller mobile exhibit at the Lake Erie Nature Center in Cuyahoga County allow children to look up through clear plexiglass to see how mussels attach themselves to streambeds. The applicant might also be encouraged to benchmark with the Aullwood Audubon Center in Dayton about their indoor beehive. Please address safety for students with beekeeping allergies.

E. Timetable (up to 10 points)	Points Awarded	Maximum Score
1. The start and end dates are realistic for completion of the activities.	5	5
2. The start and end dates show that activities will be carried out in a logical sequence.	5	5
	10	10

Reviewer Comments on Timetable:

Not entered

F. Outcome Measurement (up to 15 points)	Points Awarded	Maximum Score
1. The measurements are scientifically and educationally valid for determining if the project objectives were achieved.	5	5
2. The measurements describe success indicators, tools being used to measure, methods of analyzing the data, and who will be conducting the evaluation.	5	5
3. The measurements address both short-term and long-term effects of the project.	5	5
	15	15

Reviewer Comments on Outcome Measurements:

Project will provide an impressive array of hands-on indoor and outdoor science activities for a large number of participating children. Encourage the applicant to benchmark with how the MetroParks assess student learning at the Battelle Darby Nature Center, and how the Nature Conservancy assesses student learning in their forest and water habitat exhibits at the Grand River nature center at Morgan Swamp Preserve in Ashtabula County.

G. Continuation/Replication Plan (up to 15 points)	Points Awarded	Maximum Score
1. The project includes a realistic plan for sharing the results with other educators.	5	5
2. The plan describes how the project can continue once OEEF funding ends.	5	5
3. The plan describes how the project can serve as a model for replication with similar audiences.	5	5
	15	15

Reviewer Comments on Continuation/Replication Plan:

Not entered

H. Budget (up to 20 points)	Points Awarded	Maximum Score
1. The budget table and narrative clearly explain all expenditures to be funded by the OEEF.	3	5
2. The budget is appropriate for this type of project.	5	5

3. Salary costs are reasonable as a proportion of the overall budget. (In general, salary costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	5	5
4. Equipment costs are reasonable as a proportion of the overall budget. (In general, equipment costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	3	5
	16	20

Reviewer Comments on Budget:

Contractual costs are in line with similar exhibit/learning areas funded by OEEF in recent years. When equipment costs exceed 50% of the budget, as they do here, an itemized list of components and costs is very much needed. Many parts of this proposal have improved since the previous submittal, but the budget and budget narrative are now too vague for the reviewer to assess.

I. Discretionary Points (up to 10 points)	Points Awarded	Maximum Score
Up to 10 discretionary points may be awarded by the peer reviewer in cases where the applicant has demonstrated that the project has unique characteristics and excellent overall quality, where this distinction does not appropriately fit into the categories previously listed. The reviewer must explain in the comment section why the discretionary points were awarded.	5	10
	5	10

Reviewer Comments on Awarding of Discretionary Points:

Awarded points because of the enormous potential of this project to impact urban students with outdoor, nature-based learning, and because of the strong track records of the applicant, and of the Nature's Classroom program at the camps I serve on the board of.

Total points awarded by reviewer 1: 157 out of 170

Reviewer 2

A. Audience Need (up to 20 points)	Points Awarded	Maximum Score
1. The target audience is well described.	5	5
2. The need is a documented need of the target audience, not the applicant/provider organization.	5	5
3. The need for the project was determined in a valid way.	5	5
4. Meeting this need will yield substantial benefits to the target audience.	5	5
	20	20

Reviewer Comments on Need Statement:

Not entered

B. Organizational Qualifications (up to 10 points)	Points Awarded	Maximum Score
1. The applicant organization and/or its collaborators are experienced and well-qualified to work with this audience.	5	5
2. The applicant organization and/or its collaborators have appropriate expertise to conduct this project and ensure that the project information is scientifically valid and unbiased.	5	5
	10	10

Reviewer Comments on Organizational Qualifications:

Collaboration: Of the Letters of Support/Collaboration, only two of the seven organizations appeared to commit direct involvement with Camp Oty'Okwa.

C. Project Objectives (up to 35 points)	Points Awarded	Maximum Score
1. The objectives define specifically who will benefit and what will be learned.	5	5
2. The objectives address the need of the target audience as presented in the Statement of Need.	5	5
3. The objectives are consistent with the mission of the applicant organization.	5	5
4. The objectives meet one of OEEF's educational priorities.	5	5
5. The objectives are measurable.	5	5
6. The objectives are realistic for the age group or audience being targeted.	5	5
7. The project does not appear to duplicate other available environmental education resources and programs.	5	5
	35	35

Reviewer Comments on Objectives:

Not entered

D. Project Activities (up to 35 points)	Points Awarded	Maximum Score
1. The project activities are specific, and the sequence of activities is appropriate.	3	5
2. The project activities are appropriate for meeting the stated project objectives.	5	5
3. Reasonable steps are taken to ensure that the project information is scientifically valid and unbiased.	5	5
4. The project activities are (or will be) aligned with the Ohio Department of Education's Academic Content Standards for K-12 education. (for pre-school or university audience projects, award 5 points)	3	5
5. The activities are age-appropriate.	5	5
6. The project does more than disseminate information: learners will engage in hands-on activities, problem solving, and/or skill-building.	5	5
7. The project makes good use of existing environmental education materials, or provides good justification for the decision to develop new materials.	5	5
	31	35

Reviewer Comments on Activities:

The project activity descriptions need to be more specific. In addition to providing a site for learning new concepts, please provide specific examples of the hands-on learning lessons, skill building, etc. used. What curricula will be used? How will activities be aligned to the New Learning Standards? Please provide examples of how teaching to the standards will be accomplished. More detail of the content of current Camp OtyOkwa adult teaching workshops and interaction with other Ohio environmental educational organizations is needed. Please define steps to be taken to provide safeguards to children/adults who are allergic to bees.

E. Timetable (up to 10 points)	Points Awarded	Maximum Score
1. The start and end dates are realistic for completion of the activities.	5	5
2. The start and end dates show that activities will be carried out in a logical sequence.	5	5
	10	10

Reviewer Comments on Timetable:

Not entered

F. Outcome Measurement (up to 15 points)	Points Awarded	Maximum Score
1. The measurements are scientifically and educationally valid for determining if the project objectives were achieved.	5	5
2. The measurements describe success indicators, tools being used to measure, methods of analyzing the data, and who will be conducting the evaluation.	5	5
3. The measurements address both short-term and long-term effects of the project.	5	5
	15	15

Reviewer Comments on Outcome Measurements:

Projected Outcome Measurements are clearly stated.

G. Continuation/Replication Plan (up to 15 points)	Points Awarded	Maximum Score
1. The project includes a realistic plan for sharing the results with other educators.	5	5
2. The plan describes how the project can continue once OEEF funding ends.	5	5
3. The plan describes how the project can serve as a model for replication with similar audiences.	5	5
	15	15

Reviewer Comments on Continuation/Replication Plan:

Camp OtyOkwa's program could be replicated best by other youth camp related entities that can provide outdoor environmental education opportunities and challenges.

H. Budget (up to 20 points)	Points Awarded	Maximum Score
1. The budget table and narrative clearly explain all expenditures to be funded by the OEEF.	3	5
2. The budget is appropriate for this type of project.	5	5
3. Salary costs are reasonable as a proportion of the overall budget. (In general, salary costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	5	5
4. Equipment costs are reasonable as a proportion of the overall budget. (In general, equipment costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	3	5
	16	20

Reviewer Comments on Budget:

Equipment requested is not detailed: Equipment requested exceeds 50% of total funds requested from OEEF. Please provide very specific, detailed, itemized and totaled costs of equipment requested.

I. Discretionary Points (up to 10 points)	Points Awarded	Maximum Score
Up to 10 discretionary points may be awarded by the peer reviewer in cases where the applicant has demonstrated that the project has unique characteristics and excellent overall quality, where this distinction does not appropriately fit into the categories previously listed. The reviewer must explain in the comment section why the discretionary points were awarded.		10
		10

Reviewer Comments on Awarding of Discretionary Points:

Not entered

Total points awarded by reviewer 2: 152 out of 170

Reviewer 3

A. Audience Need (up to 20 points)	Points Awarded	Maximum Score
1. The target audience is well described.	5	5
2. The need is a documented need of the target audience, not the applicant/provider organization.	0	5
3. The need for the project was determined in a valid way.	3	5
4. Meeting this need will yield substantial benefits to the target audience.	3	5
	11	20

Reviewer Comments on Need Statement:

Grantee talks about the target audience, many apparently coming from the Columbus, Ohio area, but makes no mention of how the students will get to the camp. Grantee also stresses how this grant will allow it to improve its own facilities, more than how these improvements will actually benefit the target audience. Yes, all of the improvements should allow the target audience to have better exposure to nature, but not necessarily how it will actually improve their learning.

B. Organizational Qualifications (up to 10 points)	Points Awarded	Maximum Score
1. The applicant organization and/or its collaborators are experienced and well-qualified to work with this audience.	5	5
2. The applicant organization and/or its collaborators have appropriate expertise to conduct this project and ensure that the project information is scientifically valid and unbiased.	5	5
	10	10

Reviewer Comments on Organizational Qualifications:

Not entered

C. Project Objectives (up to 35 points)	Points Awarded	Maximum Score
1. The objectives define specifically who will benefit and what will be learned.	3	5
2. The objectives address the need of the target audience as presented in the Statement of Need.	3	5
3. The objectives are consistent with the mission of the applicant organization.	5	5
4. The objectives meet one of OEEF's educational priorities.	5	5
5. The objectives are measurable.	3	5
6. The objectives are realistic for the age group or audience being targeted.	5	5
7. The project does not appear to duplicate other available environmental education resources and programs.	3	5
	27	35

Reviewer Comments on Objectives:

Don't some of these suggested improvements to the camp already exist at the Slate Run Farm Metro Park?

D. Project Activities (up to 35 points)	Points Awarded	Maximum Score
1. The project activities are specific, and the sequence of activities is appropriate.	3	5
2. The project activities are appropriate for meeting the stated project objectives.	5	5
3. Reasonable steps are taken to ensure that the project information is scientifically valid and unbiased.	0	5
4. The project activities are (or will be) aligned with the Ohio Department of Education's Academic Content Standards for K-12 education. (for pre-school or university audience projects, award 5 points)	5	5
5. The activities are age-appropriate.	5	5
6. The project does more than disseminate information: learners will engage in hands-on activities, problem solving, and/or skill-building.	3	5
7. The project makes good use of existing environmental education materials, or provides good justification for the decision to develop new materials.	5	5
	26	35

Reviewer Comments on Activities:

There is no way the Grantee will present "unbiased" information regarding Earth's Climate. The support letters clearly show a strong bias of indoctrination, not Education about Earth's climate. This bias makes this Reviewer a bit skeptical of how other material will be presented.

E. Timetable (up to 10 points)	Points Awarded	Maximum Score
1. The start and end dates are realistic for completion of the activities.	5	5
2. The start and end dates show that activities will be carried out in a logical sequence.	5	5
	10	10

Reviewer Comments on Timetable:

Not entered

F. Outcome Measurement (up to 15 points)	Points Awarded	Maximum Score
1. The measurements are scientifically and educationally valid for determining if the project objectives were achieved.	3	5
2. The measurements describe success indicators, tools being used to measure, methods of analyzing the data, and who will be conducting the evaluation.	3	5
3. The measurements address both short-term and long-term effects of the project.	3	5
	9	15

Reviewer Comments on Outcome Measurements:

Not entered

G. Continuation/Replication Plan (up to 15 points)	Points Awarded	Maximum Score
1. The project includes a realistic plan for sharing the results with other educators.	5	5
2. The plan describes how the project can continue once OEEF funding ends.	5	5
3. The plan describes how the project can serve as a model for replication with similar audiences.	5	5
	15	15

Reviewer Comments on Continuation/Replication Plan:

Not entered

H. Budget (up to 20 points)	Points Awarded	Maximum Score
1. The budget table and narrative clearly explain all expenditures to be funded by the OEEF.	5	5
2. The budget is appropriate for this type of project.	5	5
3. Salary costs are reasonable as a proportion of the overall budget. (In general, salary costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	5	5
4. Equipment costs are reasonable as a proportion of the overall budget. (In general, equipment costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	5	5
	20	20

Reviewer Comments on Budget:

Not entered

I. Discretionary Points (up to 10 points)	Points Awarded	Maximum Score
Up to 10 discretionary points may be awarded by the peer reviewer in cases where the applicant has demonstrated that the project has unique characteristics and excellent overall quality, where this distinction does not appropriately fit into the categories previously listed. The reviewer must explain in the comment section why the discretionary points were awarded.	2	10
	2	10

Reviewer Comments on Awarding of Discretionary Points:

Having a well equipped nature center is a good idea and would serve the target audience well. That it would even allow less physically capable visitors to interact with components in the outdoor spaces is commendable.

Total points awarded by reviewer 3: 130 out of 170

Reviewer 4

A. Audience Need (up to 20 points)	Points Awarded	Maximum Score
1. The target audience is well described.	5	5
2. The need is a documented need of the target audience, not the applicant/provider organization.	5	5
3. The need for the project was determined in a valid way.	5	5
4. Meeting this need will yield substantial benefits to the target audience.	5	5
	20	20

Reviewer Comments on Need Statement:

Not entered

B. Organizational Qualifications (up to 10 points)	Points Awarded	Maximum Score
1. The applicant organization and/or its collaborators are experienced and well-qualified to work with this audience.	5	5
2. The applicant organization and/or its collaborators have appropriate expertise to conduct this project and ensure that the project information is scientifically valid and unbiased.	5	5
	10	10

Reviewer Comments on Organizational Qualifications:

Not entered

C. Project Objectives (up to 35 points)	Points Awarded	Maximum Score
1. The objectives define specifically who will benefit and what will be learned.	5	5
2. The objectives address the need of the target audience as presented in the Statement of Need.	5	5
3. The objectives are consistent with the mission of the applicant organization.	5	5
4. The objectives meet one of OEEF's educational priorities.	3	5
5. The objectives are measurable.	3	5
6. The objectives are realistic for the age group or audience being targeted.	5	5
7. The project does not appear to duplicate other available environmental education resources and programs.	5	5
	31	35

Reviewer Comments on Objectives:

The objectives could be re-written to more clearly align with one of the five targeted areas of focus as indicated in the grant guidelines. There is room for more clarity in exactly how the objectives will be measured.

D. Project Activities (up to 35 points)	Points Awarded	Maximum Score
1. The project activities are specific, and the sequence of activities is appropriate.	3	5
2. The project activities are appropriate for meeting the stated project objectives.	5	5
3. Reasonable steps are taken to ensure that the project information is scientifically valid and unbiased.	5	5
4. The project activities are (or will be) aligned with the Ohio Department of Education's Academic Content Standards for K-12 education. (for pre-school or university audience projects, award 5 points)	3	5
5. The activities are age-appropriate.	5	5
6. The project does more than disseminate information: learners will engage in hands-on activities, problem solving, and/or skill-building.	5	5
7. The project makes good use of existing environmental education materials, or provides good justification for the decision to develop new materials.	5	5
	31	35

Reviewer Comments on Activities:

Specific ODE content standards are not addressed. The project activities are broadly defined and could be separated into more specific activities that can be clearly measured and linked to OEEF objectives.

E. Timetable (up to 10 points)		Points Awarded	Maximum Score
1.	The start and end dates are realistic for completion of the activities.	5	5
2.	The start and end dates show that activities will be carried out in a logical sequence.	5	5
		10	10
Reviewer Comments on Timetable:			
Not entered			
F. Outcome Measurement (up to 15 points)		Points Awarded	Maximum Score
1.	The measurements are scientifically and educationally valid for determining if the project objectives were achieved.	5	5
2.	The measurements describe success indicators, tools being used to measure, methods of analyzing the data, and who will be conducting the evaluation.	5	5
3.	The measurements address both short-term and long-term effects of the project.	5	5
		15	15
Reviewer Comments on Outcome Measurements:			
Not entered			
G. Continuation/Replication Plan (up to 15 points)		Points Awarded	Maximum Score
1.	The project includes a realistic plan for sharing the results with other educators.	5	5
2.	The plan describes how the project can continue once OEEF funding ends.	3	5
3.	The plan describes how the project can serve as a model for replication with similar audiences.	3	5
		11	15
Reviewer Comments on Continuation/Replication Plan:			
The bulk of the funding for this project appears to be the creation and installation of informational tools/learning centers that will be used for individuals/groups that visit the facility. The plan indicates how the best practices will be shared but a true replication model may be difficult due to funding costs. Additionally, the continuation plan post funding needs to be addressed more concretely. Though the cost to create and install the materials may be a one time cost, maintenance will be a necessity especially for the equipment that will be used in the science station. What is the funding plan for replacement materials?			
H. Budget (up to 20 points)		Points Awarded	Maximum Score
1.	The budget table and narrative clearly explain all expenditures to be funded by the OEEF.	0	5
2.	The budget is appropriate for this type of project.	3	5
3.	Salary costs are reasonable as a proportion of the overall budget. (In general, salary costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	5	5
4.	Equipment costs are reasonable as a proportion of the overall budget. (In general, equipment costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	0	5
		8	20
Reviewer Comments on Budget:			
Budget table does not identify items nor their individual cost. All equipment is lumped into four categories (the individual stations where the equipment will be used) that represents 77% of the total grant request. Similarly, the contractual portion does not identify specific costs for individual services/materials. This information should be separated out with specific line items for each piece of equipment/equipment category. How much will be spent on microscopes and computers? How much will be spent on other materials - exactly what equipment will be purchased? Will any of this equipment require an insurance plan? Will any of it require maintenance? What is the replacement plan as consumable materials are used up or machinery becomes damaged? No salary to be paid from grant. The requested grant amount seems to align with similar sized projects I have reviewed, but it is difficult to fully determine without understanding the specific expenditures that are expected.			
I. Discretionary Points (up to 10 points)		Points Awarded	Maximum Score
Up to 10 discretionary points may be awarded by the peer reviewer in cases where the applicant has demonstrated that the project has unique characteristics and excellent overall quality, where this distinction does not appropriately fit into the categories previously listed. The reviewer must explain in the comment section why the discretionary points were awarded.			10

Reviewer Comments on Awarding of Discretionary Points:

Not entered

Total points awarded by reviewer 4: 136 out of 170