

OEEF Grant Application

Application Type: GeneralGrant
Revision from previous application: F-20G010
Previous grant received: 07G-003, S-12G-055

Application #: S-20G039

Organization Information

Name: Nature Center at Shaker Lakes
Web Address: www.shakerlakes.org
Address: 2600 South Park Blvd, Cleveland, OH 44120
County: Cuyahoga

Project Information

Project Title: Student Restoration of Doan Brook Floodplain Habitat
Educational Priority: Education Encouraging Habitat Restoration
Target Audience: Pre-school to University - Primary, General Public - Secondary
Requested Grant Amount: \$24,212.00

Project Description:

The Nature Center at Shaker Lakes is seeking to educate students about the importance of restoring functioning floodplain habitat within the Lake Erie watershed by involving 100 students between 4th and 12th grade in the restoration of 3.5 acres of floodplain forest and wetland habitat along Doan Brook, a direct tributary to Lake Erie and an Audubon Important Bird Area. As part of the project, the Nature Center will develop new service learning curriculum based on Project WET and Project WILD to meet Ohio's Academic Content Standards and make the restoration a valuable learning experience for participating students. Permanent, interactive signage will be installed in the restoration areas and time-lapse videos created to educate the Nature Center's 40,000 annual visitors about the restoration that was undertaken and its benefits to water quality, stream function and biodiversity.

Anticipated List of Collaborators:

Ruffing Montessori School
Positive Education Program (PEP)
Stonebrook Montessori Public Charter School

Additional Information

Have you ever attended an OEEF grant-writing workshop? No
Will this project have statewide impact? No
Which Ohio counties will the activities take place in? Cuyahoga
Proposed Start Date: 06/30/2020
Proposed Completion Date: 06/30/2021

Audience Category

Formal Education: Primary: 4,5,6,7,8, Secondary: 9,10,11,12
Non-formal Education - Visitors to: Nature Centers and Camps
General Public Education: Adults Generally, Senior Citizens, Parents

Project Issues

Water Issues: Surface Water/Watersheds, Non-point Source Pollution
Land Issues: Habitat Preservation, Wetlands, Land Laboratories/Outdoor Classrooms

Executive Summary

Audience Need:

Given the urban nature of the Doan Brook watershed, students and residents are largely cut off from Doan Brook and have little opportunity to see it flowing in its natural state and understand the complex connections within their watershed. The proposed project will give 100 students the opportunity to restore two acres of native floodplain habitat along the South Branch of Doan Brook. This experiential science project, coupled with Project WET and Project WILD activities, will increase students' understanding of their watershed and concepts such as ecosystems and food webs and the impact of ecological disruptions such as invasive species and deer overpopulation. This will supplement the science curricula of the participating schools and help them meet Ohio Academic Content Standards. The project will also increase awareness among the general public about the need for floodplain restoration.

Key Personnel:

The Nature Center at Shaker Lakes is a non-profit nature center that manages 20 acres along the eastern edge of Cleveland. Our mission is to conserve a natural area, connect people with nature and inspire environmental stewardship. We engage and educate over 40,000 visitors each year through field experiences for area schools, professional development for teachers, adult and family programs, and free nature-based recreation for the entire Cleveland community. According to data, over 65% of the 13,000 students we serve are considered economically disadvantaged and live in urbanized neighborhoods with high concentrations of poverty. In recognition of its educational value, the National Park Service has designated the Nature Center a National Environmental Education Landmark and a National Environmental Study Area. The Nature Center is run by 10 full-time and 20 part-time employees. Over 550 volunteers assist the Nature Center each year, providing the equivalent of four full-time staff.

Overall Project Objectives:

The overall goal of this project is help students and residents of the Doan Brook watershed see that water quality can be improved and biodiversity fostered through habitat restoration in urban areas. The first objective is to educate 100 students about the functioning of floodplains through the hands-on restoration of 3.5 acres of Doan Brook floodplain habitat. The second objective is to use this restored habitat as an educational tool. Each year, 13,000 students and 27,000 members of the public will be educated about the importance of restoring and preserving floodplain habitat, and how water quality in tributaries affects the water quality of Lake Erie. This knowledge will contribute to participating students' understanding of natural science concepts and inspire visitors to foster water quality and wildlife habitat by avoiding and removing invasive species from their residential landscapes, preserving riparian areas and limiting impervious surfaces.

Major Activities:

- Create a Restoration webpage on the Nature Center's website with teaching resources and content to help teachers prepare student volunteers.
- Develop educational activities that will address the science concepts underlying the restoration and help participating schools meet Ohio Academic Content Standards.
- Create educational visual aids to give students information on restoration activities.
- Involve 100 students in the restoration of 3.5 acres of habitat by removing invasive species, planting native species and spreading native seeds.
- Create a YouTube video of the student restoration work that can be used to prepare future student volunteers and increase public awareness.
- Engage the public in creating a time-lapse video of the restoration sites using visitors' photos to capture changes in vegetation over time.
- Design and fabricate interpretive signage to provide information on the habitat restoration that took place and the importance of functioning floodplains.

Overall Cost:

The total project cost is \$49,229. We are requesting \$24,212 from OEEF (49%) and providing a match of \$25,017 (51%). This match will be provided by the Charles L. Pack Charitable Trust, (\$15,000), the Nature Center's Barber Habitat Restoration Fund (\$10,000) and Annual Fund (\$17).

Project Description

Audience Need:

The Nature Center has had an ongoing relationship with several schools in the watershed that come for service learning projects and assist with routine natural resources management activities. Our most extensive relationship is with Ruffing Montessori School, which brings fourth, fifth and sixth grade students for approximately seven work days over the course of the school year. Groups from the Positive Education Program (PEP) also come multiple times each year to assist with routine management activities. In the past, these visits have been treated as community service, and the Nature Center has not engaged the participating students in educational activities or provided teaching resources to supplement their science curricula and meet Ohio Academic Content Standards.

The Nature Center is currently undertaking a large-scale, comprehensive, multi-year habitat restoration initiative throughout its property that will transform our 20 acres. This restoration also provides a unique educational opportunity, and we have identified 3.5 acres where students could engage in restoration work. This will also provide an opportunity to develop educational content and activities that will help participating teachers meet Ohio Academic Standards and tie student restoration work to their science curricula.

In addition to Ruffing Montessori and PEP, we would also like to involve a school that has not previously participated in service learning projects at the Nature Center. Last year, the Nature Center entered into a partnership with the Stonebrook Montessori Public Charter School in Cleveland and established an Environmental Educator-in-Residence Program designed to help them meet Ohio Academic Content Standards for science. Through this program, our Environmental Education Program Specialist visits Stonebrook once a week for 20 weeks and provides one-hour hands-on science lessons. We would like to use the proposed project as an experiential learning opportunity for Stonebrook and involve them in the restoration. We will be working with the fourth, fifth and sixth grades at both Ruffing and Stonebrook, so the educational activities we develop can be used to meet Ohio Academic Content Standards for both schools.

Students from Ruffing, Stonebrook and PEP will be coming for repeated visits, which gives us more time to engage students in Project WET and WILD activities and provide in depth information on the value of the restoration work they are completing. We also anticipate other schools, such as Hathaway Brown School, Beaumont School, and Gross Schechter Day School, coming for one-time restoration work days. The teaching resources that we develop and share on the Restoration webpage will enable teachers to better prepare these students and link their volunteer work to their science curricula.

To engage the public and increase awareness about the value of habitat restoration, we will be utilizing Chronolog, a time-lapse photography service that helps monitor ecological restoration work (<https://www.youtube.com/watch?v=ZCftyselwQ&feature=youtu.be>). Visitors will be invited to take photos of the students' restoration sites using permanent phone-holding brackets and send the photos to Chronolog, which compiles them into a time-lapse video. This video will then be made available on our YouTube Channel and linked to our Restoration webpage and promoted on social media to our 11,000 followers. We will also install permanent interpretive signage that discusses the restoration work and ecological threats it addressed, and the ecological importance of habitat restored.

Qualification:

The Nature Center in a non-profit organization that manages 20 acres within the 300-acre Shaker Parklands in the cities of Cleveland Heights and Shaker Heights. In addition to our building, which acts as the visitor center for the Shaker Parklands and hosts school groups, community programs, and casual visitors, the Nature Center maintains an "outdoor classroom" comprised of two miles of boardwalks and trails, a pavilion, and other outdoor facilities that are free and open to the public year-round. Each year, the Nature Center hosts 40,000 visitors, including 13,000 students who participate in our formal educational programs. We provide science programs for the Cleveland Metropolitan School District and Cuyahoga County's Head Start Program, and field experiences for an additional 250 preschool and elementary school classes each year.

The proposed project will be led by the Nature Center's Natural Resources Specialist, Nick Mikash, who holds a B.S. in biology from Cleveland State University and worked as the Natural Resource Manager at the City of Mentor for five years before joining the Nature Center in 2018. Mr. Mikash has prior experience as a Conservation Specialist with the Cleveland Museum of Natural History, the Holden Arboretum and Cleveland MetroParks. During his time at the City of Mentor, Mr. Mikash administered an OEEF grant and received Project WILD and Project WET training. The Nature Center's Volunteer Coordinator, Jeanette Moore, will help Mr. Mikash coordinate and schedule school groups. Ms. Moore brings over 15 year of volunteer coordinator experience.

Our Educator Director and Education Program Specialist will develop the educational content and help lead school groups through educational activities. Our Education Director, Erica Prange, recently joined the Nature Center after serving five years at the Cleveland Museum of Natural History, most recently as the Manager of School Engagement. She holds a M.A. in Biology from Miami University and is a Certified Interpretive Guide and a Certified Ohio Environmental Educator. Our Education Program Specialist, Caitlin Connick, currently runs the Nature Center's Environmental Educator-in-Residence programs. Before joining the Nature Center in 2018, Ms. Connick spent three years at the Cuyahoga Valley National Park, working as a Park Ranger and developing educational programs for pre-K through high school students. Both Ms. Prange and Ms. Connick have received Project WILD and Project WET training.

To design our interpretive signage, Mr. Mikash and our Environmental Educators will work with our Marketing Director, Tania Younkin, who brings 13 years of corporate marketing experience, and our Marketing Coordinator, Ashley Hall, a Certified Interpretive Guide who worked at the Cleveland Museum of Natural History for four years before joining the Nature Center in 2019.

Continuation and Replication Plan:

Since our partnerships with Ruffing and Stonebrook are ongoing and cover three different grades, most participating students will come back to the Nature Center in subsequent years and see the results and impact of their restoration work. We will also create a YouTube video of their work in progress that can be shown to future students from these and other schools involved in service learning, and students who come to the Nature Center for educational field experiences. We host field experiences for 13,000 students each year from the Cleveland Metropolitan School District, Cleveland Heights-University Heights School District and the Shaker Heights School District, as well as 285 additional preschool and elementary school classes from around the region.

The proposed project is scheduled to be complete by June of 2021 and will not continue after that period. However, continued stewardship of the restored area will be necessary, and many of the school groups involved in the proposed project will continue to be involved in on-going stewardship activities. However, grant funding will not be needed after 2021. These activities will be covered by the Nature Center's annual budget.

However, the educational activities and materials produced during the grant period, such as the Restoration webpage, YouTube video of student work, Chronolog time-lapse video, and visual aids can be used for future classes that come for service learning or field experiences, adult groups that come for corporate service days, and adults and families that come for Stewardship Saturday events throughout the year. Each year, an average of 550 volunteers provide 7,600 hours of service to the Nature Center. These educational aids will enhance the volunteer experience and make it more educational and impactful. The permanent signage created as part of the project will help visiting students and the general public understand the benefits of restoring floodplain habitat for many years to come.

The results of the project will be shared with the public through signage on site, but also through the Nature Center's Restoration webpage on our website (www.shakerlakes.org) and social media accounts, which reach a combined total of 11,000 people. The data collected by students using biocubes will also be available to the public and scientists on iNaturalist. Our President and CEO, Kay Carlson is on the Board of Directors for the Association of Nature Center Administrators (ANCA), which acts as a resource for Nature Centers throughout the United States. We plan to share the results of this educational restoration project with ANCA, so that other nature centers can replicate it.

Budget Narrative:

The largest budget line item in the budget is the cost of supplies for the restoration, such as plant material and deer fencing (\$33,600). However, the Nature Center has already secured the majority of the funding need to cover these costs (\$25,000). The Charles L. Pack Charitable Trust has awarded the Nature Center a grant of \$60,000 over three years for habitat restoration throughout our 20 acres, and we will be utilizing \$15,000 of this grant to purchase plant materials for the student restoration of 3.5 acres. Please see the attached award letter from the Trust, which explains that it is granting \$60,000 over three years. The Nature Center's Kathleen L. Barber Memorial Habitat Restoration Fund will provide an additional \$10,000. An individual recently made a donation to this fund specifically to cover the costs associated with restoring the Doan Brook floodplain. Please see the attached letter from our Fiscal Agent documenting that these funds are available for use in the Kathleen L. Barber Memorial Habitat Restoration Fund.

The majority of funds requested from OEEF are associated with the cost involved in turning this habitat restoration project into an educational experience for approximately 100 students and making the general public aware of the restoration through permanent signage, our website and social media. OEEF funds are being requested to cover the costs of equipment used by students, such as hand trowels, gloves, boots, and seed-starting trays. The Nature Center will also be using its own equipment, such as shovels, wheel barrels, trowels, gloves and boots, but these existing items were not included in the budget. Additional student equipment is needed to supplement our current supply and accommodate all of the students.

OEEF funds will also be used to cover the costs associated with creating and fabricating interpretive signage in the restoration area. This will include \$2,550 to work with a signage design consultant who specializes in environmental educational signage (Forcade Associates), and \$5,000 to fabricate five signs. It also includes \$400 for the Chronolog service. Funds will not be used for sign installation. We are also requesting funding to cover the cost of posters that will help students understand the project and where it is located in the Doan Brook watershed. The Nature Center owns a laminating machine and will cover the cost of creating laminated, re-usable hand-outs on different invasive species, and the plant species that students will be planting and installing.

Staff time devoted to the educational aspects of this restoration project are also included in the project. Our Natural Resources Specialist, Nick Mikash, will be leading the project and spending the largest amount of time procuring the materials and equipment needed, planning the restoration, developing educational content and materials, and leading students in the restoration activities. This 150-hour estimate does not include every activity that Mr. Mikash will be undertaking to prepare the site and perform this restoration, such as removing invasive shrub and tree debris and doing restoration work with seasonal interns. The time included in this grant request is directly related to the activities involving student volunteers. The Volunteer Coordinator will enlist schools and assist students while they are on-site for restoration activities. Our Education Program Specialist and Education Director will also assist by developing educational content and helping lead educational activities associated with the restoration, such as Project WET and WILD activities, and creating and summarizing student reflection worksheets. Our marketing staff will also be involved in developing permanent signage, creating the Restoration webpage and associated content, and producing the YouTube video.

Project Objectives and Associated Activities & Outcome Measurements

Objective Title: Student Restoration of 3.5 Acres of Floodplain Habitat

Objective Description:

To educate approximately 100 students about the importance of restoring functioning floodplain habitat to improve water quality and biodiversity within the Lake Erie watershed through the hands-on restoration of 3.5 acres of Doan Brook floodplain and wetland habitat.

Activity Title: Introduction to the Project

Start Date: 06/30/2020

End Date: 09/01/2020

% of Budget: 1.0%

Activity Description:

Create a Restoration webpage on our website that contains teaching resources and content about our restoration initiative to help teachers prepare students for restoration work. Content will include an overall description of our initiative, blog posts, and videos. Students will be asked to cite evidence from the website content in order to identify the primary goals of the restoration and the ecological impacts. Students will also be given an opportunity to formulate questions to ask the Natural Resource Specialist and hypothesize how their work will contribute to the initiative's long-term goals.

<p>Outcome Title: Introduction to the Project</p> <p><u>Initial Outcome:</u> Students from Ruffing, Stonebrook, PEP, and schools that come for service learning sessions will better understand the goals of the Nature Center's restoration initiative and how their volunteer work will benefit the watershed. They will be asked to determine the main ideas of the website text and explain how they are supported by key details, formulate questions, and craft hypotheses based on content reviewed on the website. These exercises will meet Ohio's Reading Standards for Informational Text (RI.4.2, RI.4.4, RI.4.8, RI.5.2, RI.5.4 and RI.5.8).</p> <p><u>Long-Term Effects:</u> This Restoration page will share information with the broader community about the restoration initiative and include a link to the YouTube video created to document the student's restoration work. It will also include the Chronolog time-lapse video created from visitor photos that will document changes to the restoration sites over the seasons and years (see Objective 2 Activity 1).</p>		
<p>Activity Title: Develop educational visual aids to provide context and instruction to student volunteers</p> <p>Start Date: 06/30/2020 End Date: 09/01/2020 % of Budget: 1.0%</p> <p><u>Activity Description:</u> Laminated posters and hand-outs will be developed showing the project site in relation to the larger Doan Brook watershed and providing information and photos of the invasive species that are being removed and the native tree, shrub and perennial species that the students are planting.</p>		
<p>Outcome Title: Develop educational visual aids to provide context and instruction to student volunteers</p> <p><u>Initial Outcome:</u> Students will be better prepared to engage in hands-on restoration work and 4th through 6th grade students will be better prepared for Activity 3, in which they will undertake an activity based on Project WILD- World Travelers and identify different plant species within a biocube.</p> <p><u>Long-Term Effects:</u> These visual aids can be used with all school groups and adult volunteers who come to the Nature Center every year to perform natural resources management activities. This information will be shared with hundreds of volunteers every year.</p>		
<p>Activity Title: Provide Educational Activities to Accompany Restoration Work</p> <p>Start Date: 08/01/2020 End Date: 06/01/2021 % of Budget: 2.0%</p> <p><u>Activity Description:</u> Utilize Project WET and Project WILD activities with students in grades four through six to provide context for their restoration work and cover topics including ecosystems, foodwebs, the role of wetlands and wetland soils, and how invasive species and deer overpopulation can disrupt ecosystems and foodwebs. The following specific activities will be utilized: Project Wet- Wetland Soils in Living Color and Project Wild- World Travelers. For the World Travelers exercise, biocubes and bug boxes will be utilized to focus student observations within the restoration area. Biocube observations will be recorded through iNaturalist so students can revisit their observations in the classroom and utilize data for further analysis.</p>		
<p>Outcome Title: Provide Educational Activities to Accompany Restoration Work</p> <p><u>Initial Outcome:</u> These activities will help Ruffing and Stonebrook address the following science standards for fourth, fifth and sixth-grade students: 4.LS.1, 5.LS.1, and 6.ESS.4.</p> <p><u>Long-Term Effects:</u> Biocube data collected by students at the start of restoration work will provide a baseline and allow them to eventually document changes in species richness and diversity in the restoration area over time. Data will be collected over the course of the grant period and in future years when Ruffing and Stonebrook students return for field experiences and volunteer work. This will create a long-term data record in iNaturalist that will be available to students to analyze. The iNaturalist data will also be available to the general public and interested scientists.</p>		
<p>Activity Title: Student Restoration Work</p> <p>Start Date: 09/01/2020 End Date: 06/01/2021 % of Budget: 77.0%</p> <p><u>Activity Description:</u> Students will learn fieldwork techniques from the experts and work alongside our Natural Resource Specialist to complete restoration work in 3.5 acres of floodplain forest and wetland habitat. Activities will include pulling invasive plants; planting native trees, shrubs and perennials; collecting and cleaning seeds; and making and distributing seed balls.</p>		

<p>Outcome Title: Student Restoration Work</p> <p><u>Initial Outcome:</u> The Nature Center will create reflection activities and worksheets for students and ask them to record data from their visit. Using this evidence, students revise their original hypotheses to communicate how their restoration work impacted the goals of the large-scale restoration initiative. (Data points vary by trip. Examples include number of invasives pulled, number of natives planted, data shared by the Natural Resource Specialist, or student observations.)</p> <p><u>Long-Term Effects:</u> Using 18 years of bird banding data, we will compare it to future data to quantify the restoration's impact on migratory birds. Second, we will do vegetative surveys 3+ years after the restoration to compare plant species richness and abundance before and after restoration.</p>
<p>Activity Title: Create video of student restoration work</p> <p>Start Date: 09/01/2020 End Date: 06/01/2021 % of Budget: 1.0%</p> <p><u>Activity Description:</u> The Nature Center will create a YouTube video of the student restoration work that will be posted on our YouTube channel and linked to our Restoration webpage.</p>
<p>Outcome Title: Create video of student restoration work</p> <p><u>Initial Outcome:</u> The YouTube video will be shared via social media to the Nature Center's 11,000 followers to raise public awareness about the restoration and its impacts.</p> <p><u>Long-Term Effects:</u> The video will be available on our Restoration webpage and used in subsequent years to show future student volunteers the work that students originally did to restore habitat on site. It can also be used in other educational programs, such as field experiences for local schools.</p>
<p>Objective Title: Educate the larger community about the importance of the restoration work performed by students</p> <p><u>Objective Description:</u> Provide access to the restoration area and use the restored habitat as an educational tool for visiting school groups and members of the public. Approximately 13,000 visiting students and 27,000 members of the public will be educated about the importance of restoring and preserving floodplain habitat, and how water quality in tributaries affects the water quality of Lake Erie.</p>
<p>Activity Title: Use citizen science to document the results of the restoration work</p> <p>Start Date: 06/30/2020 End Date: 06/30/2021 % of Budget: 1.0%</p> <p><u>Activity Description:</u> The Nature Center will utilize Chronolog to engage the public in documenting changes in habitat over time and utilize the resulting time-lapse photography on our Restoration webpage and social media.</p>
<p>Outcome Title: Use citizen science to document the results of the restoration work</p> <p><u>Initial Outcome:</u> Approximately 26,000 visitors to the Nature Center will have the opportunity to help us document the impact of the restoration work.</p> <p><u>Long-Term Effects:</u> The time-lapse video created by Chronolog will be shared via social media with 11,000 followers and posted on the Restoration webpage for the general public and teachers to utilize in preparing their classes for service learning or field experiences at the Nature Center.</p>
<p>Activity Title: Develop Interpretive Signage</p> <p>Start Date: 07/01/2020 End Date: 05/01/2021 % of Budget: 17.0%</p> <p><u>Activity Description:</u> Interpretive signage will be designed and fabricated to provide information on the habitat restoration that took place, identify native species, illustrate the function of floodplains and wetlands and the migratory bird habitat that riparian corridors provide.</p>

Outcome Title: Develop Interpretive Signage

Initial Outcome:

At least five permanent signs will be erected in the restoration area to convey information about the work that was performed, the types of habitat restored, and its ecological importance.

Long-Term Effects:

The signs will convey information about the restoration work to over 40,000 students and community members each year.

Budget Summary

Category	OEEF Grant % Total	OEEF Grant Amount	Applicant Match	Total
A.1. Salary or Wages	26.0	\$6,317.00	\$0.00	\$6,317.00
A.2. Benefits	0.0	\$0.00	\$0.00	\$0.00
A.3. Substitute Teachers	0.0	\$0.00	\$0.00	\$0.00
B.1. Supplies	36.0	\$8,600.00	\$25,000.00	\$33,600.00
B.2. Equipment	5.0	\$1,225.00	\$0.00	\$1,225.00
B.3. Printing	0.0	\$120.00	\$17.00	\$137.00
B.4. Other Costs	22.0	\$5,400.00	\$0.00	\$5,400.00
C.1. Contractual	11.0	\$2,550.00	\$0.00	\$2,550.00
D.1. Administrative	0.0	\$0.00	\$0.00	\$0.00
Total Budget		\$24,212.00	\$25,017.00	\$49,229.00

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
Ashley Hall	Marketing Assistant	40	\$20.00	0	\$0.00	\$0.00	0.0	\$0.00	0.0	\$800.00	\$0.00
Tania Younkin	Marketing Director	20	\$33.00	0	\$0.00	\$0.00	0.0	\$0.00	0.0	\$660.00	\$0.00
Erica Prange	Director of Education	20	\$24.00	0	\$0.00	\$0.00	0.0	\$0.00	0.0	\$480.00	\$0.00
Caitlin Connick	Education Program Specialist	40	\$15.80	0	\$0.00	\$0.00	0.0	\$0.00	0.0	\$632.00	\$0.00
Jeanette Moore	Volunteer Coordinator	25	\$20.50	0	\$0.00	\$0.00	0.0	\$0.00	0.0	\$512.50	\$0.00
Nick Mikash	Natural Resources Manager	150	\$21.55	0	\$0.00	\$0.00	0.0	\$0.00	0.0	\$3,232.50	\$0.00
Subtotal:										\$6,317.00	\$0.00

B.1. Supplies

Supplies Description	Quantity	Unit Price	OEEF Grant Amount	Applicant Matching Amount
Native shrubs	150	\$50.00	\$0.00	\$5,000.00
Native trees	100	\$100.00	\$0.00	\$10,000.00
Live stakes	250	\$2.00	\$500.00	\$0.00
Seed mix	4	\$1,575.00	\$6,300.00	\$0.00
Deer exclusion fencing/cages	1000	\$100.00	\$0.00	\$10,000.00
Native perennial plugs	400	\$2.00	\$800.00	\$0.00
Native perennial gallons	125	\$8.00	\$1,000.00	\$0.00
Subtotal:			\$8,600.00	\$25,000.00

B.2. Equipment

Equipment Description	Quantity	Unit Price	OEEF Grant Amount	Applicant Matching Amount
Bug boxes	50	\$1.00	\$50.00	\$0.00
Student boots	30	\$25.00	\$750.00	\$0.00
Work gloves	50	\$2.50	\$125.00	\$0.00
Hand trowels	30	\$6.00	\$180.00	\$0.00
Biocubes	8	\$15.00	\$120.00	\$0.00
Subtotal:			\$1,225.00	\$0.00

B.3. Printing

Printing Description	Rate Description	OEEF Grant Amount	Applicant Matching Amount
Laminated hand-outs	\$17/100	\$0.00	\$17.00
3 Posters	\$40/each	\$120.00	\$0.00
Subtotal:		\$120.00	\$17.00

B.4. Other Costs

Other Costs Description	OEEF Grant Amount	Applicant Matching Amount
Chronolog - two brackets & one year of service	\$400.00	\$0.00
Fabrication of permanent signs	\$5,000.00	\$0.00
Subtotal:	\$5,400.00	\$0.00

C.1. Contractual

Contractual Description	Contractor Name	OEEF Grant Amount	Applicant Matching Amount
Interpretive Signage Design- 30 hrs at \$85/hr	Forcade Associates	\$2,550.00	\$0.00
Subtotal:		\$2,550.00	\$0.00

Applicant Contact

Contact Type: Authorizing Agent

Job Title: President & CEO

Name: Kay Carlson

Primary Phone: (216) 321-5935

Primary Fax: (216) 321-1869

Primary Email: carlson@shakerlakes.org

Primary Address: 2600 South Park Blvd, Cleveland, OH 44120

Alternate Phone:

Alternate Fax:

Alternate Email:

Alternate Address:

Alternate Start Date:

Alternate End Date:

Contact Type: Fiscal Agent

Job Title: Fiscal Agent

Name: Michelle Hall

Primary Phone: (216) 321-5935

Primary Fax:

Primary Email: mhall@shakerlakes.org

Primary Address: 2600 South Park Blvd, Cleveland, OH 44120

Alternate Phone:

Alternate Fax:

Alternate Email:

Alternate Address:

Alternate Start Date:

Alternate End Date:

Contact Type: Project Director

Job Title: Grants Manager

Name: Julia Mitchell

Primary Phone: (216) 321-5935

Primary Fax: (216) 321-1869

Primary Email: mitchell@shakerlakes.org

Primary Address: 2600 South Park Blvd, Cleveland, OH 44120

Alternate Phone:

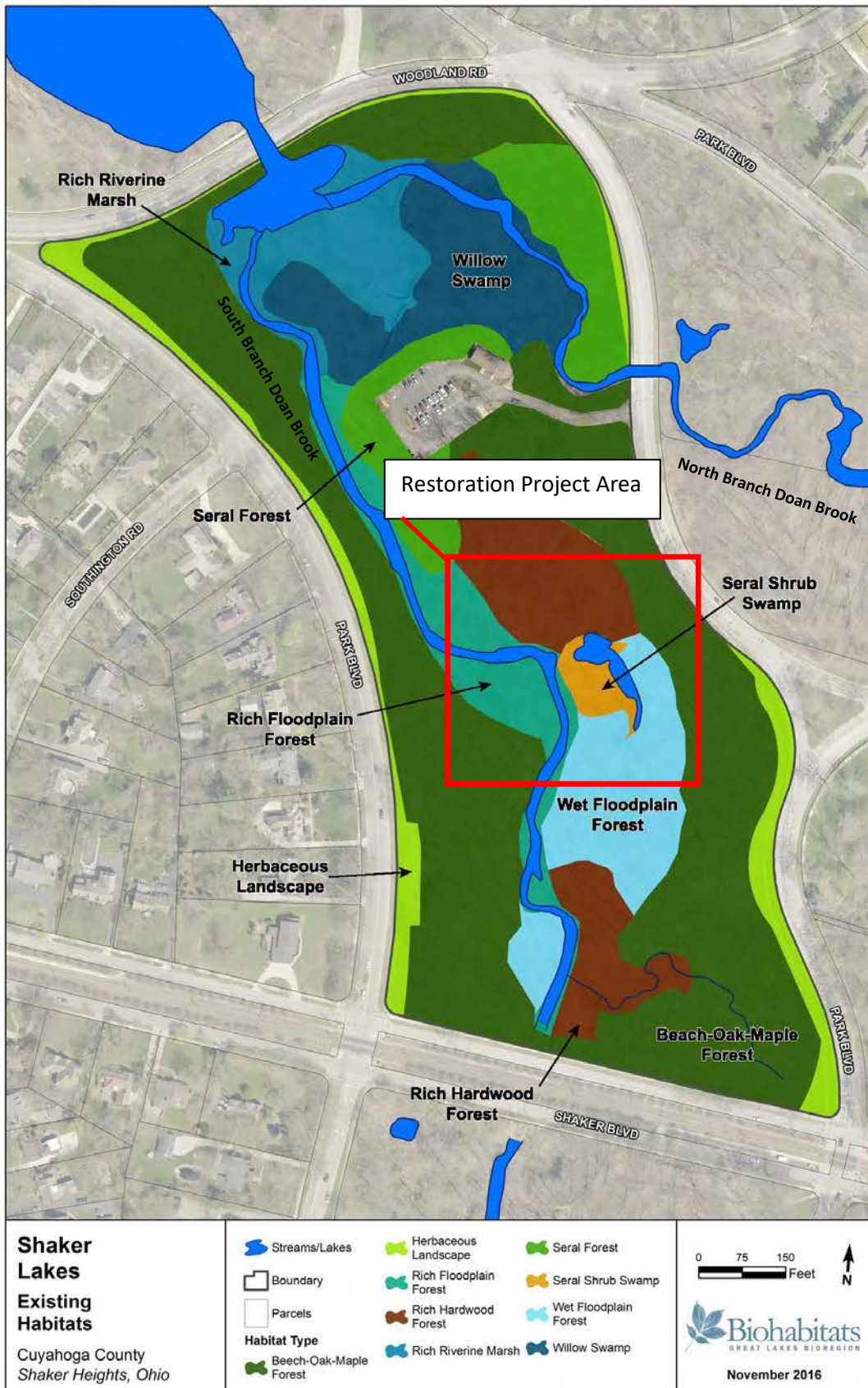
Alternate Fax:

Alternate Email:

Alternate Address:

Alternate Start Date:

Alternate End Date:





DBL 1-2-19
check # 20868560

investments | trust | banking

Non-Profit Services

Mail Code: OH-01-10-0932
100 Public Square, Suite 600
Cleveland, OH 44113
fax: 216-689-5517

December 31, 2018

Ms. Kay Carlson
Executive Director
Nature Center at Shaker Lakes
2600 South Park Boulevard
Cleveland, OH 44120

Re: Charles L. Pack Charitable Trust

Dear Kay:

The Trustees of the Charles L. Pack Charitable Trust met and are pleased to grant the Nature Center at Shaker Lakes \$20,000 a year for 3 years for your reforestation project.

Happy New Year!

Sincerely,

Kate Blaszak
Vice President
Key Bank
(216) 689-7663
Kathryn_d_blaszak@key.com

Enclosure

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ADL3546



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January 15, 2020

Ohio Environmental Protection Agency
Office of Environmental Education
P.O. Box 1049
Columbus, OH 43216

RE: Match for OEEF Grant Request

To Whom it May Concern:

I am writing to certify that the Nature Center at Shaker Lakes has \$10,000 available in the Barber Habitat Restoration Fund for use as match for the *Student Restoration of Doan Brook Floodplain Habitat Project*. We will also provide \$17 from our Annual Fund to cover the cost of laminating hand-outs for the project in-house.

Please let me know if you need any additional information or documentation.

Sincerely,

Michelle Hall
Fiscal Agent

OEEF Grant Staff Checklist

Application #: S-20G039
Application Type: GeneralGrant

Organization Name: Nature Center at Shaker Lakes
Project Title: Student Restoration of Doan Brook Floodplain Habitat

A. Overall

1. Yes Project eligible?
2. Yes Project meets which of OEEF's Educational Priorities: Education Encouraging Habitat Restoration, Education on Reducing Nutrient Loadings to Rivers and Streams
3. Yes Organization eligible?
4. N/A Initials of staff member who provided pre-review, if any

Overall Comments:

Need letters of collaboration from listed schools. Only have letters from funders. Budget is asking for more than 35% from personnel and contractual categories by 2%.

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: Appear correct, but letters of collaboration are not provided from the organizations listed
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: 8: Grades 4-6 are specifically mentioned in the proposal. Grades 7-12 are also listed as an audience, but are not mentioned in the proposal.
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-20G010
13. Yes Has applicant previously received OEEF grant(s)? If yes, OEEF ID#: 07G-003, S12G-055
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. Not selected Project includes adequate safeguards for any potentially dangerous activities
20. Yes 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: 20: Focusing on grades 4-6. Grades 7-12 not mentioned

F. Budget Narrative

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

G. Budget SpreadsheetPersonnel

23. Yes Salary
24. Not selected Benefits: Explanation of how calculated and % used for fringe.
25. Not selected 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 entered

Non-Personnel

26. Yes Supplies: Identified, grouped, unit priced, and totaled
27. Yes Equipment: Itemized, grouped, unit priced and totaled
28. Yes Printing: Itemized, # of copies, unit price, and totaled
29. Yes Other: Categorized, method of calculation, and totaled

Comments on Non-Personnel section of budget:

Not entered

Contractual

30. No Name of party, organization, # of hours, hourly wage, total
31. No 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:

30: # of hours and hourly wage is not included in either the line items or the budget narrative; 31: Currently, the budget is at 37% for Personnel and Contractual costs.

32. Yes There are no ineligible expenses
33. Yes There is no unacceptable pass-through of grant funds to a third party
34. Yes Overall, expenses are reasonable (if questionable, add comment)
- Comments: Not entered
35. 5 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. | Not selected | 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: 38: Documentation was missing for all listed collaborators. Two collaborators are mentioned in the proposal that have provided letters. |
| 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. | No | 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: 5 out of 30

OEEF Grant Reviewer Score Sheet with Comments

Application #: S-20G039	Organization Name: Nature Center at Shaker Lakes
Grant Type: GeneralGrant	Project Title: Student Restoration of Doan Brook Floodplain Habitat
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
	<hr/> 20	<hr/> 20

Reviewer Comments on Need Statement:

Helpful discussion is provided of the urban Doan Brook Watershed, and how the project will benefit not just the 100 participating students who will be conducting the restoration activities, but also the much larger number of visitors to the site, including Cleveland Metropolitan Schools and the surrounding urban core neighborhoods. I saw no letters from the participating schools attesting to their interest in participating but it appears that the (helpful!) site map may have been uploaded twice by mistake. Because NCSL has a longstanding partnership with some of these schools I did not deduct points, but recommend that the OEEF staff follow up with the applicant to secure the needed indications of support from the schools.

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
	<hr/> 10	<hr/> 10

Reviewer Comments on Organizational Qualifications:

Project personnel have exceptional relevant experience for leading hands-on student field work, conducting Project WET and Project WILD activities, and creating interpretive signage.

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
	<hr/> 35	<hr/> 35

Reviewer Comments on Objectives:

Well designed new habitat restoration project to build on the decades of work that has been done to protect the Doan Brook in Cleveland's urban core. This is a complex restoration project with multiple funding sources, and the applicant has conscientiously directed the OEEF funds to educational components targeting a specific group of K-12 students, and the larger community.

D. Project Activities (up to 35 points)	Points Awarded	Maximum Score
1. The project activities are specific, and the sequence of activities is appropriate.	5	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
	33	35

Reviewer Comments on Activities:

Well designed service learning opportunity with supporting activities from two well respected national curricula. Applicant has added specific examples of alignment with state reading standards, but the lack of reference to the science standards is disappointing, particularly because the proposed activities should align very well in both life and earth science for the targeted grade levels. NCSL has a strong track record of working with local teachers to provide standards-aligned programs. Applicant has added specific opportunities to review with students the value of their work, so that they don't feel they are performing "grunt work". Good use of video technology and new Chronolog service.

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:

Good phasing: developing educational materials for the participating students, followed by restoration activities, and development and installation of the interpretive signs and other materials for the larger audience.

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:

Applicant responded well to a reviewer comment on a previous submittal of this proposal, and has incorporated an effort to loop back to the students who conduct the restoration work the following year, to share with them the resulting information on migratory birds and plant species diversity at their site, and reassure them of the value of their contribution. Thank you!

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:

Good groundwork in place for ongoing education and maintenance.

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
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Reviewer Comments on Budget:

Exceptionally strong, well documented match. Costs for supplies and interpretive signs are reasonable and in line with similar projects OEEF has funded. Encourage the applicant to explore the use of recycled materials and graffiti-resistant finishes for the signs.

I. Discretionary Points (up to 10 points)

Points Awarded	Maximum Score
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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
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Reviewer Comments on Awarding of Discretionary Points:

Very well justified proposal. Points awarded because of the successful effort to balance the needs of the immediate student participants, future students and the larger community audience. Well done!

Total points awarded by reviewer 1: 163 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:

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.	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.	5	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)	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.	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
	35	35

Reviewer Comments on Activities:

Not entered

E. Timetable (up to 10 points)	Points Awarded	Maximum Score
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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:		
<i>Not entered</i>		
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:		
<i>Not entered</i>		
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:		
<i>Not entered</i>		
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:		
<i>Not entered</i>		
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:		
<i>Overall this appears to be a worthwhile project and one that will benefit other students and the general public who visit the area. It's important that the students are learning about the habitat and the importance of the restoration as they are physically working on it.</i>		
Total points awarded by reviewer 2: 165 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.	3	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.	5	5
	16	20

Reviewer Comments on Need Statement:

Grantee does describe the target audience. However, Grantee does not necessarily have feed back from the target community (i.e. the students at the schools) that they are interested. They may have this information, but it just was not apparent.

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.	5	5
5. The objectives are measurable.	5	5
6. The objectives are realistic for the age group or audience being targeted.	3	5
7. The project does not appear to duplicate other available environmental education resources and programs.	3	5
	31	35

Reviewer Comments on Objectives:

Some of the labor will have to be age appropriate, but Reviewer believes there should be sufficient older students to handle hard activities. Grantee stated that they plan to make use of some existing materials to facilitate the project. Reviewer does not have a problem with this since the materials have been used by previous Grant Recipients. Reviewer recommends the Grantee reach out to the New Albany High School in New Albany, Ohio. The school has done a similar flood plain restoration project.

D. Project Activities (up to 35 points)	Points Awarded	Maximum Score
1. The project activities are specific, and the sequence of activities is appropriate.	5	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)	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.	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
	35	35

Reviewer Comments on Activities:

The main activity is to get students into nature and to have them work collectively to restore an area. That is exactly the goal of the OEEF program.

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.	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.	5	10
	5	10

Reviewer Comments on Awarding of Discretionary Points:

With the on going initiative to reduce the flow of nutrient rich water into Lake Erie, the idea of restoring the filtering and storage capacity of even a portion of a floodplain in a heavily suburbanite area is commendable and pragmatic.

Total points awarded by reviewer 3: 157 out of 170

Reviewer 4

A. Audience Need (up to 20 points)	Points Awarded	Maximum Score
1. The target audience is well described.	3	5
2. The need is a documented need of the target audience, not the applicant/provider organization.	3	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
	12	20

Reviewer Comments on Need Statement:

I am not certain that the audience need is greater than the project need for Shaker Lakes. It is mentioned that educational activities will meet Academic Standards but there is no understanding that the chosen schools are performing low on science tests or need this type of service learning project.

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:

No question that the staff are well qualified and have known experience with planning and implementing this project. Well done!

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.	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.	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
	33	35

Reviewer Comments on Objectives:

Again, I am uncertain that there is a greater audience need than the habitat restoration that needs to be completed by the Nature Center. No data or survey was completed to find out the current watershed knowledge of students or local residents.

D. Project Activities (up to 35 points)	Points Awarded	Maximum Score
1. The project activities are specific, and the sequence of activities is appropriate.	5	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)	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.	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
	35	35

Reviewer Comments on Activities:

Beyond not knowing how students in 7th - 12th grades are participating in this project, the activities are useful for students, teachers and the interested general public. The big picture of the project is understood. Awesome!

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:

The timelines are appropriate for the activities. Well done!

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:

The ongoing assessments for the project are well thought out and scientifically based. Great!

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:

Beyond the electronic and printed materials created for the project, I am happy to see that you plan on presenting the project at professional conferences. Congrats on receiving a grant to continue restoration for three more years after 2021. Yeah!

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)	3	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
	16	20

Reviewer Comments on Budget:

It is important to be transparent regarding the budget. You have not listed the matching # of hours and matching hourly wage. Also the money requested for personnel and contractual salaries are slighter higher than normal; they are at 37% of the budget.

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.	7	10
	7	10

Reviewer Comments on Awarding of Discretionary Points:

There are no support letter from partnership schools; only letters from organizations providing matching funds. Engagement with grades 7 - 12 are mentioned early in the proposal but not listed again under the project activities. Beyond these missing pieces, the grant proposal is quite good.

Total points awarded by reviewer 4: 153 out of 170